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ABSTRACT

As a result of declining enrollment and resources, a school closure task force was appointed in February 1981 by the 4J School District in Eugene (Oregon). Because the 4J Board of Directors had determined that the enrollment in several schools had become too small to maintain both efficiency and district standards, the task force was directed to formulate a plan for school building closures. Closures were recommended under two alternate organizational models: K-5 elementary and 6-8 middle school or K-6 elementary and 7-8 middle school. The task force was made up of citizens, teachers, and administrators. This report begins by setting forth the task force's duties, composition, and timeline. The report then explains the two organization models for structuring grade levels, the reasons for and effects of the implementation of each, and the public testimony pro and con. Recommendations and a summary of the factors affecting those recommendations are presented. Implications for general and special education are briefly discussed, as well as impact and implications for staffing, transportation, and food services. A lengthy appendix presents the minutes of task force meetings, public hearing transcripts, and all data supplied to the task force, such as enrollment projections, school closure model criteria, and grade organization model alternatives. (JM)

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SCHOOL CLOSURE TASK FORCE

FINAL

REPORT AND RECOMMENDATIONS

Eugene Public Schools
School District 4J, Lane County
Eugene, Oregon

May, 1981

EA 014 382

Prepared by:
M. J. Brott,
Administrative Liaison

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CHAPTER I

Task Force Charge and Membership

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Guidance to the School Closure Task Force began with the adoption of two Board policies at the regular Board of Directors meeting, January 21, 1981.

"School Board Policy # 8430 - School Closure"

> Because of declining enrollment and resources, the Board believes that its obligation to provide equal educational opportunity district wide may not permit the continued operation of all schools. Therefore, the Board believes that a school should be closed upon demonstration that it cannot maintain, without additional resources, efficient operation of a program meeting district criteria.*
>
> *"District criteria" means those aspects of the program commonly provided in district schools that are essential to the instructional program, e.g., auxiliary staffing, variety of offerings, flexible scheduling, etc.

"School Board Policy # 8430.1 - Factors for use in Considering a School Closure."

> Numerous factors should be considered during the process of deciding which district schools will be closed. A list has been developed from national publications, materials from other districts and suggestions from district staff. The 37 total factors fall into the following general categories:
>
> 1 - Enrollment Projections
> 2 - Student Transportation
> 3 - Program Considerations
> 4 - Facility Considerations
> 5 - Community Impact
> 6 - Fiscal

Following the adoption of these two policies the Board established the following charge, Task Force Composition, and Time Line.

"Task Force Charge"

It is the position of the Board that several district schools have now reached the point where they can no longer be operated efficiently and still maintain a program meeting district criteria. Therefore, the task force should recommend specific school building closures and related boundary changes using factors approved by the Board.

Recommendations should be developed assuming two different organizational patterns: (1) K-5 elementary and 6-8 middle school; and (2) K-6 elementary and 7-8 middle school. Changes in attendance boundaries and modification of enrollment policies, if necessary, should be part of the review and recommendation. Finally, the task force should identify alternative uses of specific buildings when this can be determined.

"Task Force Composition"

Task force membership shall include the following:

(a) 8 citizens - an elementary and junior high parent representative from each region
(b) 3 teachers - one elementary, one junior high, and one senior high
(c) 4 citizens-at-large - representing such areas as business, industry, finance, law, government, higher education, and civic groups
(d) 1 representative from classified personnel of the district
(e) 2 principals - one elementary and one junior high
(f) 1 district administrator
(g) 1 student from the Board's student advisory panel
(h) 2 Board members (ex officio)
(i) 1 high school administrator
(j) 2 high school parents

"Timeline"

Appointments to the task force should be made at the regular February 4, 1981, Board meeting. The first task force meeting should be held Monday evening, February 9, 1981. An interim report will be made to the Board at the first regular Board meeting in April. Recommendations of the task force shall be provided to the superintendent no later than May 29, 1981. The superintendent's recommendations, along with those of the task force, will be provided to the Board. The Board of Directors should then determine grade level reorganization for grades K-8 at a subsequent meeting. Timelines for specific school closures beginning in the fall of 1982 should be approved by the Board no later than the second meeting in September, 1981.

Further guidance to the Task Force was provided by Board of Directors Chairperson, Donna Kernutt. She stated at the initial Task Force meeting, February 9, 1981,

> "Welcome and thank you. I want to spend a few minutes going into 1) the history of how we got to this point, 2) the Charge, 3) Board expectations.
>
> It might help if you realize you are part of a continum, and much has happened to bring us to the point where we are tonight. For over 5 years we have had problems resulting from declining enrollment. It has only been very slowly and very reluctantly that the Board has come to the conclusion that we must close and consolidate our schools. We have avoided and delayed this decision until this fall when we could no longer. You might wonder what caused us to decide.
>
> 1) The declining enrollment data this fall shows that this will not bottom out until after 1990 - beyond which we can't project scientifically.
>
> 2) It has created, i.e. 9 elementary schools of under 250, which means we can't offer the educational programs that we should. Nor can we at Sheldon; and some of the junior highs are having problems.

3) The economics of the times simply won't allow us to keep so many buildings that are being under utilized open. One year ago the budget committee had to make severe cuts in the budget - including maintenance (by the way, much needed), swimming lessons, community schools, outdoor programs, driver's ed, food services, administrators, custodians and groundskeepers, and 1/3 of the research department, among others. This next year may get even worse - as the governor's budget projects fewer dollars for basic school support than we currently have. I have just returned today from Salem from a state school board legislative committee meeting, and they tell us to feel lucky if we don't get cut back even more than already planned. We can no longer afford to have our kids in 1/2 to 3/4 full schools.

4) Last, and most important and the telling argument for me is that we cannot offer the educational program we have come to expect and is the right of all Eugene children in the smaller schools. What has happened is classroom size stays reasonable but they do without music, p.e., library, counseling in elementary. The smaller schools on all levels have been appealing to the Board for years for extra allocations, as they can't run a comparable program.

Once all of this became clear early last fall, we authorized a study of what to do about the problems declining enrollment had caused at Sheldon High School and Cal Young and Monroe. Some of you worked on an earlier study of these same problems when you worked long and hard and the Board did not act on it. This time, as more data came in, we realized we had to make some attempts at solutions. We reviewed and read and analyzed and listened and met (how we have met!) and began the 1st step by deciding Sheldon would be a 4-year high school. We also decided we would have to make district wide decisions and consider the information we have in regards to every school. We have met, since fall, in open, publicized sessions working on these decisions.

The next step was to pass a Board policy on school closure. We next decided to form a task force and wrote the charge. I want to really go over this charge, as we did not write the charge well for our last task force, and they became upset with us at the end. If the charge had been clear, they would have understood better what the process involved.

You need to understand from the beginning that the decision to close some schools has been made by the Board. We are asking you to help us decide which ones. It is as simple as that. Let us go over the charge together.

'It is the position of the Board that several district schools have now reached the point where they can no longer be operated efficiently and still maintain a program meeting district criteria. Therefore, the task force should recommend specific school building closures and related boundary changes using factors approved by the Board.

Recommendations should be developed assuming two different organizational patterns: (1) K-5 elementary and 6-8 middle school; and (2) K-6 elementary and 7-8 middle school. Changes in attendance boundaries and modification of enrollment policies, if necessary, should be part of the review and recommendation. Finally, the task force should identify alternative uses of specific buildings when this can be determined.'

If you have any problems with your task and the charge, I think we better take a minute and get them surfaced now. You will save time if you accept the given. You don't have to like it. I don't myself.

One last point I need to make. Although you were carefully selected from groups and geographic regions, it is vital that you drop this group or school representation and begin tonight to think of the district as a whole. Some of you may be in the position of having "your" school be a logical one to consider for closure. We would look for you to drop your special interest and to be able to review and analyze the material you will be receiving with objectivity. We have adopted the factor sheet I mentioned to aid you.

Your recommendations will come to the Board, but the Superintendent and staff will review your conclusions prior to the staff recommendations based on your report.

I realize we are asking you to work intensely and with a great deal of reports and information in a compacted time frame, so we again thank you for your willingness to serve when such important decisions for kids will be made. The Board will follow your work with interest."

With the direction of the charge, time line, and explanation of the task by the Board chairperson, the Task Force began the process of identifying which schools to recommend for closure.

CHAPTER II

Development of School Closure Models

This chapter is essentially descriptive in nature. Its' purpose is to detail the process used by the Task Force in arriving at its' final recommendations. Major data sources are identified and the relationship between the factors used to consider school closure and the final recommendations are illustrated.

The first section provides a detailed description of the development of the K-5 elementary, 6-8 middle school model and the K-6 elementary, 7-8 middle school model. The purpose of this section is to provide the conceptual framework for each model with the supporting data for the decisions reached.

The second section focuses on the public testimony, summarization of that testimony, and resulting action of the Task Force to develop its final recommendations.

School Closure Models --- K-5, 6-8 and K-6, 7-8

After initial attempts to use the available enrollment and capacity data to eliminate schools from further consideration for closure, the Task Force abandoned this strategy and settled on another. The Task Force members directed staff to prepare a "model school district", one which had only children and no existing schools.

K-5, 6-8 Model

Using L-COG computerized maps with students plotted by housing unit and grade level, the staff began the process of identifying an optimal placement of school buildings utilizing the known (1980-81) school age population figures for grades K-5, 6-8: Large concentrations of students were identified on the map. The centers of student concentration were located and 1-mile radius circles were transcribed on the map. Examination of these circles indicated far too many students in the 1-mile radius circles, thus 3/4-mile radius circles were transcribed from the areas of student concentration. The 3/4-mile radius circles produced much more reasonable results.

With the identification of the existing concentrations of known school-age population the criteria[1] for the best fit match of student population to existing sites was applied.

Twenty-two existing school facilities were identified for "best fit" (see Table A) and nine existing school facilities were identified as being outside the concentration of student population or did not meet the adopted criteria.

1 - See School Closure Model Criteria (#45) Appendix B

Table A - Schools Identified to Remain Open, K-5

Edgewood	Gilham	Awbrey Park	Adams
Edison	Meadow Lark	Howard	Bailey Hill
Harris	Washington	River Road	Crest Drive
Parker	Willagillespie	Santa Clara	McCornack
Whiteaker	Willakenzie	Spring Creek	Patterson
Willard			Twin Oaks

Table B - Schools Identified for Closure, K-5

Condon	Coburg	Silver Lea	Magladry
Dunn			*Westmoreland
Fox Hollow			
Laurel Hill			
Lincoln			

*Westmoreland was identified as a "best fit" facility, but was recommended for closure rather than select a third "core area" school for closure.

In order to determine if each of the facilities in Table A could accomodate the projected enrollment resulting from closing the facilities listed in Table B, the following data sources[2] served as decision points:

- Elementary Enrollment Figures #25
- Projected Elementary Enrollment for 1981-82 (K-5) #38
- Cross Tab of Elementary Student Transfers #22
- Elementary Regional Enrollment Projections #39
- Enrollment Projections: Short and Long Term
- Average Students Per Dwelling Unit by Structure Type #18
- Map of Eugene 4J school attendance areas with existing dwelling units and Metro Plan projected unit development
- LCOG letter -- subject "Dwelling Unit Data from Metropolitan Plan" #42

On the basis of the data contained in "Estimated Enrollment for the Junior High School Buildings Based on Three Grade Group Configurations: 6-7-8, 7-8, and 7-8-9" (#25A),[2] the eight facilities listed in Table C were recommended to house grades 6-8.

TABLE C - 6-8 Middle Schools, K-5

Roosevelt	Cal Young	Kelly	Kennedy
Spencer Butte	Monroe	Madison	Jefferson

Upon receiving the staff developed model the Task Force reviewed the model and raised five areas of concern: 1) Coburg, 2) Condon, 3) Traditional Alternative, 4) Santa Clara, 5) Twin Oaks. The staff was directed to prepare alternatives for each of these areas. The staff presented the "School Closure

2 - Detailed data sources are to be found in Appendix B

Task Force K-5, 6-8 Grade Model - - Alternatives (#60).[2] One alternative from each area of concern was adopted by the Task Force and incorporated into the "School Closure Task Force K-5, 6-8 Model (Revised 4/7/81).[2] The revised model was adopted by the Task Force for discussion at the public hearings.

K-6, 7-8 Model

Staff was directed to develop the K-6, 7-8 Model. The same criteria, as adopted by the Task Force for the K-5 Model, was used. The original 3/4-mile radius circles were used to locate the concentration of the known school-age population. The criteria for the best fit match of student population and existing sites was applied. Twenty-five existing school facilities were identified for "best fit" (see Table D) and six existing school facilities were identified as being outside the concentration of student population or did not meet the adopted criteria. (See Table E).

TABLE D - Schools Identified to Remain Open, K-6

Condon	Gilham	Awbrey Park	Adams
Edgewood	Meadow Lark	Howard	Bailey Hill
Edison	Washington	River Road	Crest Drive
Harris	Willagillespie	Santa Clara	McCornack
Parker	Willakenzie	Silver Lea	Twin Oaks
Whiteaker		Spring Creek	Westmoreland
Willard			

TABLE E - Schools Identified for Closure, K-6

Dunn	Coburg	Magladry
Fox Hollow		
Laurel Hill		
Lincoln		

In order to determine if each of the facilities in Table D could accomodate the projected enrollment resulting from closing the facilities listed in Table E, the same data sources used in the K-5 model were used as decision points for the K-6 model.

On the basis of the data contained in "Estimated Enrollment for the Junior High School Buildings based on Three Grade Group Configurations: 6-7-8, 7-8 and 7-8-9 (#25A)[2] and a minimum of 500 student enrollment, suggested by the staff scenarios, the eight existing junior high facilities were combined into four middle school facilities (see Table F).

2 - Detailed data sources are to be found in Appendix B

TABLE F - Middle Schools for 7-8 Model, K-6

Roosevelt + Spencer Butte 470 + 316	=	Housed at Roosevelt 786 FTE
Madison + Kelly 422 + 324	=	Housed at Madison 746 FTE
Cal Young + Monroe 338 + 278	=	Housed at Cal Young 616 FTE
Jefferson + Kennedy 369 + 428	=	Housed at Jefferson 797 FTE

In presenting this model to the Task Force the staff reminded the members that no criteria has been adopted for the 7-8 or 6-8 portions of the models. The 7-8 also had two major problems: 1) high transportation cost since most junior highs being suggested for closure have few students currently being bused; 2) the FTE enrollment figures would place the four remaining schools at or above program capacity with little or no room for growth.

The Task Force received additional input on the "character" of the proposed middle school which would provide a smoother transition from elementary to junior high and a program equal to or better than the existing junior high program. The following criteria for middle schools was adopted by the Task Force:

a) Program needs: Minimum of 400 students to provide four student blocks per school.

b) Transportation: Model should provide minimum additional busing.

Although recognizing the inherent problems of the K-6, 7-8 model, the Task Force directed the staff to develop alternatives for the following: 1) Coburg, 2) Condon/Magnet Arts, Edison/Eastside, 3) Traditional Alternatives, 4) Jefferson, 5) Madison, 6) Spencer Butte, and 7) Kelly. The staff prepared "School Closure Task Force K-6, 7-8 Grade Model -- Alternatives (#98)". One alternative from each area of concern was adopted by the Task Force and incorporated into the "School Closure Task Force K-6, 7-8 Model (Revised 4/14/81)[3] to be presented to public hearings.

Public Hearings

The Task Force designated four nights in late April to receive input from the public in a hearing setting. Regional three hour hearings were held at South Eugene High School, Sheldon High School, Churchill High School, and North Eugene High School. Groups who requested time[4] at the hearings were apportioned equal time with the remaining time divided equally among those who had not reserved time prior to the meeting. The testimony provided at the public hearings was taped and transcribed to be added to the written public input that the Task Force had received from the outset of its meetings.

3 - Detailed data sources to be found in Appendix B
4 - Letter to Principals, Advisory Councils and Neighborhood Groups, #85 Appendix B

Finalization of the Models and Recommendations

The K-5, 6-8 Model, K-6, 7-8 Model and draft recommendations developed prior to the public hearings were presented to the Task Force following the last hearing. The Task Force analyzed the tentative models and recommendations against the public input, both written material and hearing transcripts. The Task Force revised the K-5, 6-8 model for the South Eugene region[5] and after thorough exploration of alternatives[6], reaffirmed the remaining regions in the K-5, 6-8 model. The Task Force explored options to the K-6, 7-8 model then reaffirmed their approval of the K-6, 7-8 model (#109). In its final two meetings, the Task Force developed and finalized their recommendations and summary of factors impacting on those recommendations to be submitted to the School Board.

The final report was submitted in accordance with the charge and time line.

5 - See K-5, 6-8 Model, Revised 5/7/81 #136 Appendix B
6 - See Task Force Minutes of May 4, 7, 11 and 12 Appendix B

CHAPTER III

Recommendations

and

Summary Of

Factors Impacting On Recommendations

This report deals with how the School Closure Task Force has met its charge to recommend specific school building closures and related boundary changes for each of two different organizational patterns: K-5 elementary, and 6-8 middle school; and K-6 elementary and 7-8 middle school. The thread that binds each of these recommendations and conclusions together is the position reached by the Board of Directors of 4J, "... that several district schools have now reached the point where they can no longer be operated efficiently and still maintain a program meeting district criteria."[7]

GRADE LEVEL ORGANIZATIONAL RECOMMENDATIONS

1. The School Closure Task Force K-5, 6-8 Model (revised K-5, 6-8 Model, #136) is presented to the Board of Directors of School District 4J for consideration.

   a. The Board should direct the adjustment of the boundaries of middle schools during the 1982-83 school year to house approximately 400 students in each of those schools. (see "Estimated Enrollment for the Junior High School Buildings based on Three Grade Group Configurations, 6-7-8, 7-8, and 7-8-9." #25A)

2. The "School Closure Task Force K-6, 7-8 Model (revised K-6, 7-8 Model, #109) is presented to the Board of Directors of School District 4J for consideration.

   a. The Board of Directors, if it chooses to adopt this model, should select two middle school buildings for closure based upon 4J administrative staff recommendations.

3. Modifications made in the elementary grade level models should be consistent with guidelines in the "School Closure Model" (#45) and middle schools with "Criteria for Middle School" (#68).

4. The district's open enrollment policy should be maintained with adequate room provided in each school building to facilitate successful operation of the policy and projected enrollment for the decade.

5. Boundary lines between schools remaining open under either of the grade level models should be finalized during the 1981-82 school year. Consideration should be given to total enrollment, location of school age population, safety, transportation needs, and superintendent transfers when boundary lines are finalized.

7 - Task Force Charge, School Board Meeting, February, 1981 (see Chapter I)

SUMMARY

During its deliberations and actions the Task Force has identified the following factors which impact on the recommendations presented to the Board of Directors:

GRADE LEVEL MODEL FACTORS

A. K-5 Elementary, 6-8 Middle School Model

- This model provides projected enrollment figures with allowance for growth during the decade and maintenance of the open enrollment policy, at both elementary and middle school levels.
- Provides closure of 7 elementary buildings (excluding Lincoln).
- Allows room for special education programs, small groups, and provides flexibility for educational programs.
- Maintains elementary facilities in/or near existing concentrations of students.
- Moves 1 alternative school to a different location.
- Moves 1671 elementary students to other facilities (22.90%).
- Maintains current middle school facilities and preserves regional concept at the 6-8 level.

B. K-6, Elementary, 7-8 Middle School Model

- Provides potential closure of 5 elementary schools (excluding Lincoln) and two middle schools.
- Puts some elementary buildings close to capacity, reduces room for potential growth and limits implementation of the open enrollment policy.
- Allows room for special education programs, but provides limited room for small groups, and limited flexibility for educational programs.
- Moves 1073 elementary students to other facilities (11.99%) and the students from the closed middle schools.
- Eliminates availability of buses for 8:30 elementary music runs. (Presuming current middle school starting time)
- Saves more money for the district than the K-5, 6-8 model.
- Has additional busing requirements necessary to move 7-8 students to other schools.
- May require splitting the student body of a closed middle school between two other middle schools, which may be in different regions.

EDUCATIONAL IMPLICATIONS

Consolidation of small elementary schools into schools with a minimum of 250 student enrollment enhances the equality of educational opportunity for all students.[8]

Such schools have two to three classes per grade and sufficient specialists to help teachers with curriculum requirements. The increase in the number of classrooms at a given grade level provides for flexibility in placement of students, and the choice of teachers.

Elementary schools with a minimum of 250 enrollment generally have a wider selection of textbooks, reference books, library books, A-V materials and equipment, and special equipment such as calculators, computers, and video equipment.

SPECIAL EDUCATION

The special education coordinator has reviewed the proposals for school closures. The programs which would be displaced in the K-6, 7-8 Model are the three located at Laurel Hill School and two at Dunn. In the K-5, 6-8 Model the Laurel Hill programs, one at Westmoreland, three at Santa Clara, and two at Dunn will be displaced. The attachments from the Special Education Department contain specific recommendations for each school and program.[9]

FINANCIAL IMPACT

Based upon the data supplied to the Task Force, the potential closure of 7 elementary schools (excluding Lincoln) under the K-5, 6-8 Model has a potential savings to the district of $696,808 the first year without deducting expenses of mothballing and $548,342 if all 7 schools were "mothballed".[10]

The potential closure of 5 elementary schools (excluding Lincoln) and 2 middle schools under the K-6, 7-8 Model has a potential savings of $899,369 the first year without deducting expenses of mothballing and $829,144 if all 7 schools are mothballed.[11]

Financial impacts were unclear to the Task Force in the following areas:

- additional busing
- moving costs
- labor costs for mothballing and maintenance of mothballed schools
- re-opening costs for a mothballed school
- staffing reductions
- staff retraining costs
- savings resulting from availability of surplus equipment from closed buildings; i.e. A-V kits, library resources, and office equipment

8 - See "250 Enrollment - Large vs Small School - Educational Benefits," #129 Appendix B
9 - See "Special Education Recommendations and Comments" Appendix C
10 - See "Annual Projected Financial Savings #104" Appendix B
11 - See "Annual Projected Financial Savings "114" Appendix B

STAFFING IMPLICATIONS

Teaching and clerical personnel are on a ratio basis and would probably not be affected by school closure other than in support areas such as counselors, librarians, PE, music and reading. The normal district reduction in force requirements would apply if positions or certification were not compatible.

At the middle school level increments for department heads, activity and athletic extra duty assignments, and supervision of after school activities would be reduced by closure of middle schools in the K-6 model.

Administrative staff and custodial staff would provide the bulk of the staff reductions resulting from school closures.[12]

TRANSPORTATION

According to the district's transportation department, "...it appears that moving ninth graders to the high school will be the factor that creates the most additional busing. It will take 4 or 5 new buses to do this. At the same time these new buses could each take an additional elementary run, covering the elementary needs."[13] The transportation department further indicates that there would need to be minor adjustments in starting times to accommodate the needed bus runs with the projected fleet of buses. Additional elementary runs would be required in both the K-5 and K-6 models, but the additional buses would be covered by the four year high school needs.

FOOD SERVICES

The impact on food services would cause a reduction of employees and provide a pool of available equipment for re-distribution to facilities remaining open.[14] The Food Services program is self-supporting and would provide no savings to the district's general fund budget.

12 - See "School Closure Staffing Projections, #103" Appendix C
13 - See "Transportation Department, #67 Memo" Appendix B
14 - See "School Closure Impact on Food Services" Appendix C

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SCHOOL CLOSURE TASK FORCE

List of Members
by
Representation Category

Chairperson -

Kaye Robinette, Monroe and Sheldon
2180 Law Lane
Eugene, OR 97401

Senior High Parent Positions -

Arlene Haugen, Sheldon
739 Spyglass Drive
Eugene, OR 97401

Marion P. Wilson, South Eugene
860 West 38th Ave.
Eugene, OR 97405

Citizen-at-large Positions -

Arthur Altstatt
2130 Greenview Street
Eugene, OR 97401

Jim Dunne
2228 Donovan Drive
Eugene, OR 97401

Kathleen Moulton
294 Sterling Drive
Eugene, OR 97404

Molly Stafford
1060 Madison
Eugene, OR 97402

Teachers, recommended by the EEA -

Marilyn von Seeger, elementary
91741 Winnebago Street
Eugene, OR 97401

Chuck Wilbur, junior high
1605 Grove Street
Eugene, OR 97404

Carter McConnell, senior high
3620 Glen Oak Drive
Eugene, OR 97405

TASK FORCE List of Members, continued

Classified employee, recommended by OSEA -

Marquitta Foglesong
91654 North Coburg Road
Eugene, OR 97401

Elementary principal, recommended by EAA -

Al Thiessen, Dunn
3112 Emerald Place
Eugene, OR 97405

Junior High principal, recommended by EAA -

Nami Bolton, Kennedy
1259 City View
Eugene, OR 97402

District Administrator, recommended by the superintendent -

Jim Heywood, Curriculum specialist
523 Princess St.
Eugene, OR 97405

Student from Student Advisory Panel -

Greg Gubrud
2020 Law Lane
Eugene, OR 97401

Board Members (ex officio), appointed by the Board -

Margaret Gontrum
1636 Fairmount Blvd.
Eugene, OR 97403

Yvonne Olsson
2890 Bailey Lane
Eugene, OR 97401

High School Administrator, recommended by EAA -

Don Jackson, South Eugene
740 Sprague
Eugene, OR 97405

TASK FORCE List of Members, continued

Regional Elementary Representatives, chosen by the nominees of advisory councils of their respective regions.

Sue Miller, Laurel Hill/South Eugene Region
1234 Pearl Street
Eugene, OR 97401

Judy Moseley, Magladry/Churchill Region
2873 Taylor Street
Eugene, OR 97405

Pam Selby, Awbrey Park/North Region
515 Nottingham
Eugene, OR 97404

Norman F. Smith, Washington/Sheldon Region
293 Roan Drive
Eugene, OR 97401

Regional Junior High Representatives, chosen by the nominees of advisory councils of their respective regions.

Bruce Campbell, Kelly Jr. High/North Region
1428 Oak Drive
Eugene, OR 97404

Marcia Hodges, Spencer Butte Jr. High/South Region
3410 Harris Street
Eugene, OR 97405

Linda Osborn, Jefferson Jr. High/Churchill Region
2150 Lawrence Street
Eugene, OR 97405

Pat Radostitz, Cal Young Jr. High/Sheldon Region
2194 Carmel Ave.
Eugene, OR 97401

Administrator recommended by the superintendent to serve as liaison to the task force.

Mike Brott, Principal, Willagillespie Elementary

School District 4J
200 North Monroe Street
Eugene, Oregon 97402

FACTORS FOR USE IN CONSIDERING A SCHOOL CLOSURE

1. Enrollment Projections
   - 1.1 What is the 10-year enrollment projection for the geographic region?
   - 1.2 Do nearby schools have sufficient space to receive students from the school in question?
   - 1.3 How long will the consolidated school(s) be able to receive students without major changes?

2. Transportation of Students
   - 2.1 Will school closure increase transportation costs?
   - 2.2 If yes, what is the estimated cost over a 5-year period?
   - 2.3 Will additional bus runs be needed?
   - 2.4 Will major rerouting be needed?
   - 2.5 What safety problems may be encountered?
   - 2.6 Will new equipment be necessary?
   - 2.7 If yes, what new equipment is needed?
   - 2.8 Can children safely walk to the consolidated school(s)?
   - 2.9 What percent and number can walk to school?
   - 2.10 What percent and number must be transported?
   - 2.11 What attendance boundary changes will be necessary?

3. Program Considerations (Educational and Auxiliary Services)
   - 3.1 What programs will have to change with larger, consolidated schools?
   - 3.2 What considerations must be made for special education programs? (i.e., handicapped, deaf, blind, gifted, etc., students)
   - 3.3 What auxiliary services will have to change with larger, consolidated schools?
   - 3.4 What reduction in staff will be made as a result of consolidating schools (i.e., administrative, other certificated, classified)?
   - 3.5 What lead time is necessary before closing to assure adequate program development in consolidated buildings?
   - 3.6 What lead time is necessary for community adjustment to closing a building?

4. Facility Considerations
   - 4.1 Do nearby schools have sufficient space to absorb the students from a closed building?
   - 4.2 What is the effect of the open enrollment policy on building enrollment?
   - 4.3 What are the maintenance costs for each building involved? (i.e., heat and lights, structural, grounds, etc.)
   - 4.4 What are potential alternative uses of each building to be closed?

Facility Considerations - continued

4.5 How does the district locate potential users?
4.6 What are the estimated costs of remodeling a building to accommodate additional students due to closing of another school?
4.7 What are the costs of keeping a closed building?
4.8 Will portables need to be added to the consolidated school(s)?
4.9 Will the consolidated building(s) provide space for special use? (i.e., special ed. and handicapped students)
4.10 Will operating costs be reduced or increased at a consolidated school?
4.11 Are there legal or binding contracts, deeds or other issues related to the building and grounds of a school being closed?

5. Community Impact Considerations

5.1 What effect will closure have upon community use of a building?
5.2 What is the position of city and/or county officials regarding the closure of a specific school?
5.3 What effect will occur with city and county planning (i.e., long-range plans)?

6. Fiscal Summary

6.1 What is the financial impact on student transportation?
6.2 What is the financial impact on programs (instructional and auxiliary services)?
6.3 What is the financial impact on facilities?
6.4 What is the financial impact on staffing?
6.5 What is the financial impact of alternative use of a school?

Office of the Superintendent
January 1981

jd

School Closure Task Force
Minutes

February 9, 1981

The first meeting of the School Closure Task Force was called to order by Kaye Robinette, Chairperson, at 7:30 p.m. Visiting members of the Board were recognized and welcomed as were Task Force Board members and finally members of the Task Force itself.

Donna Kernutt, Chairperson of the Board, was introduced and extended a welcome to all present. Mrs. Kernut stated the following:

"Welcome and thank you. I want to spend a few minutes going into 1) the history of how we got to this point, 2) the Charge, 3) Board expectations.

It might help if you realize you are part of a continum, and much has happened to bring us to the point where we are tonight. For over 5 years we have had problems resulting from declining enrollment. It has only been very slowly and very reluctantly that the Board has come to the conclusion that we must close and consolidate our schools. We have avoided and delayed this decision until this fall when we could no longer. You might wonder what caused us to decide.

1) The declining enrollment data this fall shows that this will not bottom out until after 1990 - beyond which we can't project scientifically.
2) It has created, i.e. 9 elementary schools of under 250, which means we can't offer the educational programs that we should. Nor can we at Sheldon; and some of the junior highs are having problems.
3) The economics of the times simply won't allow us to keep so many buildings that are being under utilized open. One year ago the budget committee had to make severe cuts in the budget - including maintenance (by the way, much needed), swimming lessons, community schools, outdoor programs, driver's ed, food services, administrators, custodians and groundskeepers, and 1/3 of the research department, among others. This next year may get even worse - as the governor's budget projects fewer dollars for basic school support than we currently have. I have just returned today from Salem from a state school board legislative committee meeting, and they tell us to feel lucky if we don't get cut back even more than already planned. We can no longer afford to have our kids in 1/2 to 3/4 full schools.
4) Last, and most important and the telling argument for me is that we cannot offer the educational program we have come to expect and is the right of all Eugene children in the smaller schools. What has happened is classroom size stays reasonable but they do without music, p.e., library, counseling in elementary. The smaller schools on all levels have been appealing to the Board for years for extra allocations, as they can't run a comparable program.

Once all of this became clear early last fall, we authorized a study of what to do about the problems declining enrollment had caused at Sheldon High School and Cal Young and Monroe. Some of you worked on an earlier study of these same problems when you worked long and hard and the Board did not act on it. This time, as more data came in, we realized we had to make some attempts at solutions. We reviewed and read and analyzed and listened and met (how we have met!) and began the 1st step by deciding Sheldon would be a 4-year high school. We also decided we would have to make district-wide decisions and consider the information we have in regards to every school. We have met, since fall, in open, publicized sessions working on these decisions.

The next step was to pass a Board policy on school closure. We next decided to form a task force and wrote the charge. I want to really go over this charge, as we did not write the charge well for our last task force, and they became upset with us at the end. If the charge had been clear, they would have understood better what the process involved.

You need to understand from the beginning that the decision to close some schools has been made by the Board. We are asking you to help us decide which ones. It is as simple as that. Let us go over the charge together. (read charge).

I think you need to be careful that you stick to what the charge asks of you. To go over the same ground as the Staff and Board have gone over to try and get us to change our minds would not be a good use of your time. We need help with some very specific problems and that's why we've asked you to form this committee. The Board has adopted a very specific factor list of questions and criteria to be applied to all schools so that your decision can be a data-based decision and made with objectivity.

If you have any problems with your task and the charge, I think we better take a minute and get them surfaced now. You will save time if you accept the given. You don't have to like it. I don't myself.

One last point I need to make. Although you were carefully selected from groups and geographic regions, it is vital that you drop this group or school representation and begin tonight to think of the district as a whole. Some of you may be in the position of having "your" school be a logical one to consider for closure. We would look for you to drop your special interest and to be able to review and analyze the material you will be receiving with objectivity. We have adopted the factor sheet I mentioned to aid you.

Your recommendations will come to the Board, but the Superintendent and staff will review your conclusions prior to the staff recommendations based on your report.

I realize we are asking you to work intensely and with a great deal of reports and information in a compacted time frame, so we again thank you for your willingness to serve when such important decisions for kids will be made. The Board will follow your work with interest."

Tom Dorland, Superintendent, presented prelimanary matters needed to get the Task Force underway.

I. Available Funds - the district is facing the issue of needing approximately an 11% increase in funding to maintain the status quo.

II. Time Line - May 29, Due date for report and recommendations on school closures. The report and recommendations on school closures will go to the Board in the form submitted with Mr. Dorland's recommendations and modifications.

September, 1981 - Specific list of closures identified.

Kaye Robinette presented the Task Force Procedure. He stated his principal task as that of seeing that the Task Force has the recommendations by the end of May. He posed the question? "Where do we start?" Mr. Robinette said we start "with every grade school and junior high in the District." Begin by listing for possible closure every school, then subtract the schools from that list which it is recommended should remain open. This will result in a recommendation of the schools to be closed. He presented the following target (internal time line):

February 9 meeting - Review enrollment figures.

February 16 meeting - Review and vote on schools fairly easy to remove from list.

March 15 - Hope to have received statistical data from staff and input from Public Agencies to form data base.

March 15 to April 24 - Evaluation of data.
Remove additional schools from list and arrive at tentative recommendation on part of Task Force.

April 27 - Public hearing involving tentative recommendations.

Month of May - Arrive at final recommendations.

Regarding Procedural matters, it is expected there will be at least one meeting per week. It was proposed by Kaye Robinette that the quorum be 13. Kathy Moulton made this a motion and it was seconded by Chuck Wilbur. The motion passed, 21-0. A second motion was made that all motions must have the support of the majority of those present. Jim Dunne so moved and the motion was seconded by Marion Wilson. The motion passed 22-0. A third proposal to start meetings at 7:30 p.m. and end them by 10:00 p.m. was moved by Sue Miller and seconded by Marcia Hodges. The motion passed, 24-0, with an understanding that the group may decide to extend the length of any given meeting.

Regarding Public Input, Kaye Robinette stated that time would be available after the Task Force has had an opportunity to review the available data at a Public Hearing. He asked for 3 volunteers who would review data with Mike Brott before bringing it to the Task Force to help make the presentation as understandable as possible. Those selected were:

Molly Stafford - Art Altstatt - Pat Radostitz

Time was given for questions and discussion regarding public input and dealing with the press.

Dr. Charles Stevens presented Enrollment Projections, Background and Data. Each Task Force member received a copy of the "Enrollment Projections - Short and Long Term". This projection was briefly reviewed and explained by Dr. Stevens. Time was given for questions and discussion. There was considerable discussion at this point regarding enrollment projections.

Mike Brott, Administrative liaison for the Task Force, briefly informed the members of the Task Force Library materials and data which are and will be available. He suggested two steps to get the Task Force underway:

I. Begin with the list of all schools and identify those to remain open.

II. Look at Scenarios (Each member was given a copy of the "School Closure/Grade Reorganization Scenario(s)")

Mr. Brott reviewed the scenarios with the Task Force. Personal data sheets were distributed to each member as well as the booklet "Facing declining Enrollment". Mr. Brott will be looking at and bring back information relating to which schools have been eliminated from consideration in the two scenarios.

Pat Radostitz suggested a better seating arrangement for the sake of unity and communication of the Task Force.

Sue Miller submitted a letter to Kaye Robinette with copies to each member regarding some of her concerns and requests for information.

The meeting was adjourned by Kaye Robinette at 9:30 p.m.

School Closure Task Force
Minutes
February 16, 1981

The second meeting of the School Closure Task Force was called to order by Kaye Robinette, Chairperson, at 7:30 p.m.

There were no corrections or additions to the minutes of the previous meeting. They will stand as written. (One clarification - 13 voting members to make up quorum.)

Judy Moseley expressed concern regarding public comment and questions. She suggested our meetings run from 7:30 - 10:30 p.m. with the last 1/2 hour for public input.

Kaye Robinette indicated the public use the vehicle of written communication with a copy to each member plus extras, (33).

Linda Osborn felt the Task Force could allow 15 minutes out of each meeting for public input.

Kathleen Moulton reminded the Task Force of its responsibility of a body meeting to get a job done and it wouldn't be possible if we had public testimony each week.

Don Jackson endorsed what Kathy Moulton said adding that we should get on with the task as charged to the Task Force by the Board.

Marion Wilson suggested 1 hour towards the end of March for a Public input hearing.

Judy Moseley expressed concern that not all our information should come from our fact and data sheets, but also from the public.

Kaye Robinette recommended we not vote or foreclose tonite on the issue of public input, but rather wait till we see how our responsibility develops and what our time line allows for.

The first item of business was: Personal data survey sheets compiled indicated the group desired to meet on Monday nights. Pat Radostitz expressed concern regarding the Task Force meeting on Monday nights because of the conflict of the Budget Committee meetings beginning on Monday nights, March 2. A motion was made by Art Altstatt and seconded by Pat Radostitz to meet on Tuesday nights. The vote was 5-yes, 17-no. The decision was made to meet on Monday nights.

Mike Brott directed the Task Force to documents which would give information to begin the work as to which schools should be taken off the list for those considered for consolidation or closure. Mr. Brott briefly explained the School Profile Summary Charts. There was considerable discussion regarding capacity and bringing this issue down into common language. The Task Force studied the maps of the basic schools in each region for consideration to be taken off the list. Mr. Brott listed the following schools which have been suggested by the Staff to be

taken off the list in the Churchill region, based on data compiled by which they meet the criteria:

Bailey Hill Elementary Crest Drive Elementary McCornack Elementary

Jim Heywood suggested we need more pieces of information of factors i.e.
- K-5, K-6 factors
- Superintendent's transfers data
- Commercial value of buildings data

Mr. Heywood distributed printed matter regarding his request for data on commercial value to each member of the Task Force.

Kaye Robinette asked for a motion to remove Bailey Hill Elem. from the list under the K-5, K-6 configuration. Kathy Moulton so moved and it was seconded by Jim Dunne. Question was raised by Sue Miller regarding information on the physical plant at Bailey Hill. Mike Brott briefed the group on this point. The vote to remove Bailey Hill from the list was 23-yes, 0-no.

Jim Dunne made the motion to remove Crest Drive Elem. from the list under the K-5, K-6 configuration. It was seconded by Chuck Wilbur. Question raised again by Sue Miller asking for physical building data on Crest Drive. Mike Brott responded to this question. The vote to remove Crest Drive from the list was 22-yes, 0-no.

Kathy Moulton made the motion to remove McCornack Elementary from the list under the K-5, K-6 configuration. This was seconded by Jim Dunne. The ayes carried it with 1-opposed.

Al Thiessen made the motion to remove Twin Oaks from the list under the K-5, K-6 configuration. Molly Stafford seconded the motion. Mike Brott presented data as to the basis for removing Twin Oaks from the list under the K-5, K-6 configuration. The question was called for and the ayes carried the motion with 1-opposed.

Mr. Brott recommended the following Jr. Highs to be taken off the list under the K-5 configuration: Kennedy Jr. and Jefferson Jr.

Don Jackson made the motion to exclude the two Jr. Highs under the K-5 configuration only. Jim Dunne seconded the motion. The ayes carried the motion with 0-opposed.

Art Altstatt made a motion to remove the 2 Jr. Highs under the K-6 configuration. Pam Selby seconded the motion. Motion was defeated, ayes-2, nays-carried.

The Task Force moved next to the North Region where Mike Brott presented the following recommendations from the Staff for removal from the list:
Awbrey Park, Howard, River Road, Santa Clara, Silver Lea, Spring Creek.
There was discussion and data given regarding how these schools meet the criteria to be taken off the list.

The motion was made by Al Thiessen to remove Awbrey Park, Howard and Spring Creek Elementaries from the list under the K-5, K-6 configuration. This was seconded by Sue Miller. The ayes carried the motion with 1-opposed.

Sue Miller suggested she would prefer more information and data on the other 3 schools before deciding whether or not to remove them from the list.

Kathy Moulton made the motion to remove tentatively from the list, River Road, Santa Clara and Silver Lea, with Chuck Wilbur seconding. The motion was defeated with 3-ayes and the nays-carried. They will remain on the list as of now.

Mike Brott presented the Staff's recommendations to consolidate Kelly Jr. High and Madison Jr. High. Don Jackson motioned to remove the 2 Jr. Highs under the K-5 configuration only, with Marion Wilson seconding the motion. The ayes were unanimous.

The Task Force then considered the Sheldon region and the Staff's recommendation to remove from the list: Coburg, Meadow Lark, Washington and Willagillespie schools.

Pat Radostitz made the motion to leave Coburg on the list. She feels the school lacks alot program wise because of its size. Jim Dunne made a second to the motion. The motion carried, with 1-opposed.

Art Altstatt made a motion to remove Meadow Lark and Washington from the list under the K-5, K-6 configuration. The motion was seconded by Al Thiessen, and carried unanimously.

Art Altstatt made the motion to remove Gilham from the list under the K-5 configuration only, with Kathy Moulton seconding. After considerable discussion and because of the lateness of the hour, Jim Dunne moved to table the motion with Don Jackson making a second to the motion which carried unanimously.

Kaye Robinette adjourned the meeting at 10:00 p.m.

School Closure T.F.
2/18/81
MJB

School Closure Task Force

Minutes

February 23, 1981

The 3rd meeting of the School Closure Task Force was called to order by the Chairman, Kaye Robinette, at 7:30 p.m. All members were present with the exception of Jim Dunne. One sentence from the previous minutes was changed, page 3, fourth paragraph, to read: "Pat Radostitz made the motion to leave Coburg on the list. She feels the school lacks program because of its size. Jim Dunne made a second to the motion. The motion carried, with 1-opposed."

The first item of business was: Discussion on a possible change of meeting night from Monday to Tuesday or Thursday. The chairman asked for a show of hands voting for Tuesday or for Thursday. The vote was Tuesday - 11, Thursday - 9. It was also determined that 5 members could not meet Tuesday and 7 could not meet Thursday. There was more discussion on continuing to meet on Monday night, considering the Budget Committee also meets on Monday night, beginning March 2nd. Kaye Robinette outlined where the Task Force is going for the next few weeks, suggesting we meet on Tuesday next week. A choice between Monday and Tuesday for next week was put before the group. The vote carried for Monday night.

Judy Moseley submitted in writing and verbally made the following motion: "That each work session of the Task Force on School Closures be scheduled with 15 minutes at the end to allow questions and comments from the public about the current work of the Task Force. The purpose of such a period is two-fold: (1) as a courtesy to those people who are following the work of the Task Force, and (2) an opportunity for us to react sooner than the public hearings to any comments that might affect our deliberations. It is not a time for position statements or lobbying of any kind and such will not be allowed." Molly Stafford seconded the motion, at which time the chairman ruled the motion out of order, explaining that the members could appeal the ruling to the School Board. After some further discussion on the intent of the motion, Judy Moseley amended her motion to read "...with 15 minutes at the end of our meeting from 10:00 - 10:15 p.m. .....". The amended motion was ruled in order and was defeated, 8 voting yes and 12 voting voting no.

Sue Miller suggested we have a city planner visit before the group decides on a plan. Mike Brott informed the Task Force that people from R D & E (Research, Development and Evaluation) for the District and from City Planning were in the audience tonight to answer these questions.

Linda Osborn was concerned that the Task Force was being asked to make decisions without enough information.

Mr. Robinette appealed to the Task Force that before members go out to various schools to gather information their efforts should be coordinated with Mike Brott, Administrative Liaison. Further, the information should be brought to Mike Brott before being presented to the group.

Carter McConnell made a motion to vote on the individual schools rather than voting on schools in groups. Linda Osborn seconded the motion. The motion was approved unanimously.

Kathy Moulton made the motion to remove a tabled motion from the last meeting, the motion to take Gilham Elementary off the list for consideration for closure. Art Altstatt seconded the motion and the ayes carried, unanimously.

There was discussion and questions were raised on some of the capacity and projected capacity data given to the group. Larry Barber, Assistant Superintendent for R D & E, was present and gave input to this discussion. The question was called for on the motion to remove Gilham from the list. Motion was defeated, the nays carrying.

Mike Brott handed out several more pieces of data and information and explained this data.

Art Altstatt asked if the Task Force was going to look at Personnel costs of closures. Mike Brott suggested this would fall into place when the group has a recommendation of which schools to close.

Don Jackson asked if the group could change the procedural format to approach the identification process from another angle than simply taking schools off the list for closure consideration. He suggested we could start on the other end. Could we remove (close) schools based on information and data from sources such as the City Fire Marshall, etc.

Sue Miller suggested it might be helpful to break up into small groups to identify goals, etc.

There was continued discussion on how the group should continue the identification process.

David Piercy, Coordinator of Special Education, was present in the audience and was asked to give information and answer questions regarding Special Education and its impact on the School Closure process.

Kathy Moulton moved to remove Willagillespie School from the list. For lack of a second to the motion, the motion failed.

The Task Force moved next to the South Region for consideration. After some discussion no motions to remove schools were made.

Sue Miller requested that Larry Barber provide information regarding Fox Hollow School and if it will come up to capacity.

Don Jackson made a motion "that Mike Brott be directed to design an ideal school district with the K-5 grade configuration for elementary schools, as a starting point for the Task Force." It was seconded by Chuck Wilbur and the ayes carried, unanimously.

Jim Heywood moved to maintain the Superintendent's current Transfer Policy. Chuck Wilbur seconded the motion. There was considerable discussion regarding the Transfer Policy. The question was called for and the ayes carried, with 1 opposed.

Mike Brott requested the Task Force come to the next meeting prepared to discuss how they want to organize the data received so it will make sense and will be workable to design the possible ideal school district.

The meeting was adjourned by Kaye Robinette at 10:00 p.m.

(36)

EUGENE PUBLIC SCHOOLS

DISTRICT 4J

SCHOOL CLOSURE TASK FORCE
Minutes
March 2, 1981

The fourth meeting of the School Closure Task Force was called to order by Kaye Robinette, Chairman, at 7:30 p.m. in the Multi-purpose room of Willagillespie Elementary School. Those absent were Jim Heywood, Yvonne Olsson and Margaret Gontrum. One correction to the minutes of the last meeting, first paragraph, next to last sentence, to read: "Jim Heywood made a second to the motion."

Mr. Robinette stated that this meeting would be devoted primarily to a work session.

Mike Brott gave instructions and explanation of the new materials made available to the Task Force. He explained to the group that Pat Radostitz, Molly Stafford and Art Altstatt had met with him to review the charge to develop a model school district and the data to apply to that district. Mike explained that he would use the L Cog attendance maps to place the schools in the model and then check to see how close a match could be made with existing 4J schools. He requested input from Task Force members on the key issues and factors to be used to determine the best match.

There was some discussion regarding the area of leasing schools, if they were closed, to other groups such as Christian Schools. Other questions and discussion pertained to the direction the small group work session was to take. At this point the Task Force divided into 3 groups and met for 1 hour and 15 min.

Upon re-grouping the discussion group leaders were asked to report the following:

Pat Radostitz - Model School size, 250-400, K-5 configuration
18.4 staffing ratio should remain
No less than 1 resource room with possibility of 2
Capacity allowance for transfers and in-school Alternative School
Will have a minimum of 2 classes of each grade
Grades K-2, 20 students in each class
Grades 3-4-5, 25 students in each class
Location - high priority for central location
(walking distance, neighborhood school)
Physical facility - Sidewalk access
Barrier-free
Fire regulations
Room to expand
Energy cost efficient
Transportation - not to exceed 15 min. one direction
Find alternatives (crossing yards, ets.)
If possible, not bus kids
Fiscal Responsibility - stay within tax base + 6%
Possible consideration of 45-15 program (year round school)
Community School - Available and flexible for community use wherever possible

Molly Stafford - Priority - Building health and safety standards
Adequate Facility - large playground
Adequate media program
Multi-purpose facilities
Gym
250 minimum in building - (they were not specific about class size)
Safety of access to building
School where the kids are
Question: How long will consolidated schools be able to receive students? Transfers?
Site - Allow for portables
Allow for expansion
Operation costs
Alternative schools not grouped in one building
Community access to all schools
What community says may not need to be a high priority (we should not make it a political decision)
Kids are the emphasis

Art Altstatt - Enrollment projections decline
Program considerations (they felt this was not the committee's responsibility, but rather that of the Administration. Felt they wouldn't have much effect in this area.)
Fiscal Summary, monetary - Impact on taxpayers, taxpayers with children in school are a significant minority.
Transportation - Need to see what the computer maps will show
Community impact consideration, going to hurt, important, can't be avoided.

There was considerable discussion on the outlined reports from the 3 groups. Mike Brott assisted the Task Force in attempting to consolidate the groups' summaries and to arrive at a list of priorities with which to continue creating the model. Consensus:

1. Enrollment Projections - Program; 250 student population minimum
2. Adequate facility - space for resource room, media, program, playground, growth, etc.
3. Building Access, Safety, Neighborhood school
4. Community Impact - primary concern for students with secondary concern for adults.

Marquitta Foglesong expressed the hope that the group's decision will be based on data and information rather than a political decision. "The kids are more flexible than the parents will ever be."

Kaye Robinette projected the next steps in the process: 1) the model for closure will be presented March 9th and the committee will receive additional input on urban growth projections and economic forecasts; 2) the Task Force will review and modify the starting closure model; 3) hold public hearings on the proposed model.

The meeting was adjourned at 9:55 p.m.

EUGENE PUBLIC SCHOOLS
DISTRICT 4J

SCHOOL CLOSURE TASK FORCE
Minutes
March 9, 1981

The fifth meeting of the School Closure Task Force was called to order by Kaye Robinette, Chairman, at 7:30 p.m. in the Multi-purpose room of Willagillespie Elementary School. Those absent were: Don Jackson, Margaret Contrum, and Nami Bolton. Two corrections to the minutes of the last meeting were noted: on page one of the March 2nd minutes under Pat Radostatz; the second sentence should be changed to: "18.4 staffing ratio is assumed to remain". Also on the first page under Transportation, the second sentence should be changed to: "Find alternatives (crossing guards, etc.)"

Kaye Robinette introduced Gary Chenkins, from the Planning Department for the City of Eugene and Steven Gordon from L-Cog. Both gentlemen talked to the Committee about land use planning data and how this information should be a determining factor in regards to school closures.

Mr. Robinette then introduced Rose Wallace from the 4J Research, Analysis, and Planning Department. Rose discussed student population growth projections, i.e., births, migration into 4J attendance areas, stage in life cycles (where people choose to reside - at different stages in their lives).

Mike Brott presented a school closure model map (K-5) which was prepared using the information that the Committee requested at the March 2nd meeting, i.e., student enrollment projections, program availability, unadjusted capacity, etc. Circles were drawn on a plastic overlay of the map representing 3/4 mile radius and where the children are. Some over-lapping occured thus changing the attendance boundaries. Mike then explained how he looked in the center of the circles for a facility that would be a best fit for each cluster. The information obtained from the map suggested the following school closures for the Committee to consider:

Westmoreland, Stella Magladry, Silver Lea, Coburg, Dunn, Fox Hollow, Lincoln, Condon, and Laurel Hill.

Pam Selby asked Mike Brott what would happen to schools within schools if these changes were to occur, i.e., Silver Lea Corrider School. Mike explained that the children in these programs would move with the school in which they were housed.

Judy Moseley asked Mike about the Special Ed. (self-contained units). Mike said these had been taken into consideration and that he had information from David Piercy, and David Mortimore telling where each Special Ed. unit is now and for the most part, the units would stay where they are presently.

Pam Selby asked if these boundary changes took into consideration enrollment going up in the future. Mike assured her that this factor had been considered and that there would be room for additional children in the suggested schools.

Molly Stafford inquired about the difference in Transportation costs. Mike responded; the Transportation Department has the maps and are working on this and would hopefully have the information for the next meeting. The Personnel Department is also working on personnel issues related to School Closure and they also will have this information by the March 30th meeting.

Bruce Campbell asked what program adjustments will do to these schools; i.e., Title I. Mike responded that all special programs fit under program capacity listed for the schools, with the exception of Crest Drive. Yvonne Olsson pointed out that with the Federal cuts being made, this makes it a distinct possibility that the Title I program may be dissolved in the near future.

Molly Stafford asked if these changes would affect programs, i.e., Laurel Hill is a Title I school -- is Harris? Would adjusting change this? Mike said that he could check with Judy Martin, but that these questions probably couldn't be answered at this time.

Judy Moseley stated that she wanted more discussion on Coburg before deciding to close it. Mike Brott re-checked with Rose Wallace about any predicted major growth in the Coburg attendance area. Rose reaffirmed that to the best of her knowledge the only major growth expected in the Coburg area is industrial. Pam Selby suggested that the Committee might need more figures -- how many kids are actually from Coburg as opposed to Harrisburg? Mike told the Committee that he would get this information.

Arlene Haugen asked what the economic implications for the District would be for mothballing schools (Coburg in particular). Mr. Robinette replied that this was not conclusive at this point and probably wouldn't be a decision factor for keeping a school open or closed.

Pat Radostitz inquired about legal ramifications with closing Coburg or Magladry. Mike said that he had checked with Vernon Smith and that there would be no problem with the closing of Coburg, but that the deed for Magladry is written in such a way that the School District would lose it if it were no longer used for school purposes (it's most likely that all or a portion of the property would revert to the heirs of the grantor).

Arthur Altstatt again brought up the question of transportation costs. Mike said he would try to have this information for the next meeting. However, since transportation costs was one of the determining factors the Committee requested Mike to work with, the changing of the 4J attendance boundaries would most likely remain the same or be reduced. Exact information on boundaries and busing can't be determined until the Committee actually decides which schools they recommend for closure.

Yvonne Olsson asked Mike if acreage size was looked at on the schools that are being considered to remain open (in case of needed building expansion in the future). Yvonne was assured that this had been taken into consideration.

Al Thiessen asked why Silver Lea was being considered for closure rather than Santa Clara. Mike replied that by using the determining factors given to him by the Committee, Santa Clara was the best fit.

Pat Radostitz said that she was still concerned about certain safety factors (students having to walk along and/or cross busy streets). Yvonne Olsson and Jim Dunne expressed views that safety factors have to be uniform for all schools considered. Since the possible nine elementary school closures have been brought back to the Committee for further consideration (based on the determining factors they requested); perhaps safety factors should be considered when the Committee can't decide between a couple of best fit schools. Mike Brott told the Committee that he would bring in copies of the Safety Task Force booklet compiled last year.

Bruce Campbell asked Mike to find out what programs are using our school facilities at this time, i.e., LCC, ESP and what kind of an impact this might have on our community.

Judy Moseley motioned that each member go through the model school by school and list their concerns, i.e., safety factors, building age, etc. and be prepared for the next meeting to discuss their concerns. Al Thiessen seconded the motion. The ayes carried the motion.

Kaye Robinette adjourned the meeting at 10:00 p.m.

EUGENE PUBLIC SCHOOLS
DISTRICT 4J

SCHOOL CLOSURE TASK FORCE
Minutes
March 16, 1981

The 6th meeting of the School Closure Task Force was called to order by Kaye Robinette, Chairman, at 7:30 p.m. in the Multi-purpose room of Willagillespie Elementary School. All Task Force members were present with the exception of Yvonne Olsson. There were no additions or corrections to the minutes of the previous meeting. They will stand as printed.

The first order of business was discussion of the K-5, 6-8 model. Kaye Robinette suggested that the committee not start with motions but rather bring to the group any suggestions or alternatives they might have pertaining to the model.

Judy Moseley raised the issue of major growth areas, taking her information from the L-COG charts. She pointed out that Sheldon and Bailey Hill areas both have room for growth, whereas Crest Drive doesn't. She suggested the possibility of keeping Magladry open in tandem with Crest Drive.

Pat Radostitz said that due to questions from various people, the committee needs to come to a point of saying yes or no to the "250 minimum enrollment" criteria, since this was not a Task Force decision, but only part of the suggested model.

Clarification was asked for on Crest Drive capacity. Mike Brott gave the formula for figuring capacity on a school.

Molly Stafford suggested the possibility of a small adjustment in the South region: moving Laurel Hill students and some of Edison students to Condon to keep Condon open, then moving the rest of Edison to Harris as well as Eastside to Harris, thus creating more kids going to Harris regular school.

Sue Miller handed out a written set of recommendations for modification of the model and called our attention to an alternative suggested by the Condon/Magnet Arts parents group. Under Condon/Edison: "Parents in these schools have suggested the possibility of moving Eastside to Condon and Condon regular classes to Edison in order to raise the number of regular students above the 250 mark."

There was considerable discussion and questions regarding the K-5, 6-8 model pertaining to capacity and transportation.

Jim Dunne suggested he would feel more comfortable if the Task Force divided into small groups, consider each school, one by one, applying factors and criteria to each school.

Judy Moseley stated she would like to take another look at Coburg with the possibility of busing out to Coburg rather than away from Coburg with the possible closure of Willakenzie.

Bruce Campbell suggested the Task Force take the criteria and information it has received in the past weeks and follow suit to make recommendations issue by issue.

Jim Heywood supported Bruce's suggestion - to get on with the basic issues and deal with the nitty-gritty and detail questions later as necessary. He said the committee should use the educational research that says "this is good" and go from there.

Mr. Robinette suggested the base point to begin with was the 250-400 enrollment criteria. The Task Force should deal with this issue in the form of a motion.

Don Jackson made the motion that the 250 enrollment be the base and 400 enrollment, the ceiling. Pat Radostitz seconded the motion.

There was discussion on clarification of the 250-400 implication. Don Jackson emphasized that the 250-400 figures were guidelines, not an absolute bottom or top line, but rather a beginning point for the Task Force to be able to move on.

Pam Selby moved to amend the motion by striking 400 enrollment as the ceiling. Pat Radostitz seconded the motion. The ayes carried with one opposed.

The question was called for on the main motion as amended. The ayes again carried. There was one opposed.

Jim Heywood asked if the Task Force could officially ratify the criteria for model that was given them, referring to document # 45, the "School Closure Model - K-5, 6-8".

Jim Dunne so moved with Jim Heywood seconding the motion.

Don Jackson moved to add to document # 45, as point # 7, "the assumed staffing ratio is 18.4". The motion was seconded by Jim Heywood and passed unanimously.

The question was then asked for on the main motion and again the motion carried unanimously. This motion applies to both K-5, K-6 grade configurations.

Kaye Robinette indicated the Task Force was at a point now to work in small groups using the prepared maps and model to come up with some recommendations in preparation for public hearings. He charged the committee to look at alternatives in discussion groups and come back together with recommendations or changes on the model/map in keeping with the approved criteria.

Judy Moseley made the motion to stay in the large group for discussion rather than divide into small groups. Jim Dunne seconded the motion, which failed, 9 voting yes, and 13 voting no.

The Task Force then divided into 3 groups for 1 hour of discussion. At the end of the discussion period, Sue Miller moved to stay until 10:30, which was seconded by Pam Selby. The vote was 12 to 12. Kaye Robinette, Chairman, cast the deciding vote not to stay late.

EUGENE PUBLIC SCHOOLS
DISTRICT 4J

SCHOOL CLOSURE TASK FORCE
Minutes
March 30, 1981

The seventh meeting of the School Closure Task Force was called to order by the Chairman, Kaye Robinette, at 7:30 p.m. in the Multi-purpose room of Willagillespie School. Those absent were Jim Heywood, Linda Osburn, Maggie Gontrum, Jim Dunne and Greg Gubrud.

The following additions and corrections were made to the minutes of the previous meeting: Page 2, paragraph 5 to include "that Alternative Schools would be considered as part of the 250 criteria in each building where they are located."

Page 3, paragraph 5, to read "the group was considering a central location for the one Traditional Alternative School" rather than "was asking Mike to research."

Page 2, paragraph 6, to read "Kathy Moulton moved to amend the motion.... Pam Selby seconded the motion."

Kaye Robinette explained the form which Mike Brott has mailed to Neighborhood and Community Groups which requests time for public input. Task Force members will receive this form by mail with this week's minutes. There was discussion regarding procedures of public hearings.

First item of business - Document # 60, "K-5, 6-8 Grade Level Model, Alternatives". Mr. Robinette stressed that the group's intent is not to develop the final solution tonight but rather to formulate the format which will go to the public hearings.

Beginning with Set # 1, Kathy Moulton made the motion to accept alternative 1-A. The motion failed due to lack of a second to the motion.

Chuck Wilbur moved to accept alternative 1-D, Art Altstatt, seconding. There was discussion on this motion. Al Thiessen commented he would like to see any change in the Coburg area held off for 2 years because of the potential Cone-Breeden development in that area. Continued discussion followed concerning projected growth in the Coburg area. Gary Chenkin from Eugene City planning department gave input on what data he had regarding the Cone-Breeden development. The question was called for and the motion failed.

Sue Miller moved to accept 1-E, which would be to close none of the schools in the Sheldon region. Judy Moseley seconded the motion. After discussion, the question was called for and the motion failed.

Molly Stafford made the motion to accept 1-B, with Marcia Hodges seconding the motion. The motion failed, ayes - 8, nays - 10.

Chuck Wilbur moved to support 1-A. Pam Selby seconded. After discussion, the question was called for and the motion passed for presentation to public hearings.

The group then moved on to Set # 2, Condon. Marcia Hodges made the motion to accept 2-C and Norm Smith seconded the motion. There was discussion on the designated schools in this area regarding condition of facilities, grounds, reasons why local groups desire to keep their school open. The question was called for and the motion failed, unanimously.

Molly Stafford moved to accept 2-A. Chuck Wilbur seconded the motion. Pat Radostitz suggested ammending the proposal to delete the 30 Lincoln kids in 2-A rather than to change them again in 1982, since they are already being moved in the fall of 1981 due to the closure of Lincoln School. Mike Brott explained that the Task Force could work with the Administration and Board to determine where the Lincoln kids should go so as not to move them twice. The question was called for and the motion was defeated.

Sue Miller then moved to adopt the Model, with Kathy Moulton seconding. There was discussion concerning busing of Laurel Hill kids to Harris through Hendricks Park. The question was called for and the motion carried with 1 opposed.

The committee then considered Set # 3, Silver Lea/Santa Clara, with Kathy Moulton making the motion to accept 3-B and Chuck Wilbur seconding. The safety factor involved in the closing of Santa Clara was stressed by several committee members. After the question was called for, the motion carried unanimously.

From Set # 4, Twin Oaks, Molly Stafford moved to accept 5-C. Arlene Haugen seconded. After discussion the question was called for and the motion failed, ayes - 8, nays - 10.

Judy Moseley moved to accept 5-A and Marcia Hodges seconded. Pat Radostitz stated that Twin Oaks doesn't meet four of the seven criteria, expressing that she would have a hard time justifying closure of Coburg and not Twin Oaks. There was considerable discussion whether or not to close Twin Oaks. Kathy Moulton moved to table the motion with the suggestion that Mike bring back further information on alternatives to put more kids into Twin Oaks. Chuck Wilbur seconded the motion, which carried with 1 opposed.

Kathy Moulton made the motion to accept the K-6, 7-8 Model as presented by the staff and forward the model to the School Board with a negative recommendation. The Chairman suggested we hold the motion until the next meeting.

The meeting was adjourned at 10:10 p.m.

Eugene Public Schools
District 4J

School Closure Task Force
Minutes

April 6, 1981

The eighth meeting of the School Closure Task Force was called to order by the Chairman, Kaye Robinette, at 7:30 p.m. in the Multi-purpose room of Willagillespie School. Those absent were Don Jackson, Jim Dunne, Yvonne Olsson, Al Thiessen and Bruce Campbell.

The following additions and corrections to the minutes of the last meeting were approved:

Page 2, paragraph 5 should be corrected to read "Judy Moseley moved and was seconded to accept 4-b leaving Traditional Alternative at Adams. The motion carried." Page 2, a new paragraph following paragraph 5 to read "From Set V, Twin Oaks, Molly Stafford moved to accept 5-c. Arlene Haugen seconded. After discussion the question was called for and the motion failed, ayes - 8, nays - 10." Page 2, paragraph 6 to be corrected to read that Pat Radostitz made her statement after the motion by Kathy Moulton. Page 2, paragraph 3 to read "Pam Selby moved to adopt 2-d (the model)" rather than "Sue Miller."

The first item of business was the completion of K-5, 6-8 model, alternatives and balance of model. Mike Brott briefly explained on the map, the suggested alternatives to Twin Oaks. Judy Moseley moved to accept 5-d (leaving Twin Oaks open) with Marcia Hodges seconding. The ayes carried with 1 opposed.

Judy Moseley asked why we are now counting the alternative schools in the 250 criteria. There was lengthy discussion on alternative schools. Dr. Terry Lindquist, Assistant Superintendent of Instruction was present and gave a brief explanation on alternative schools and how they figure in staffing ratio, etc.

Mike Brott read the list of schools on the revised K-5, 6-8 model.

Pam Selby moved to approve the revised K-5, 6-8 model as read by Mike Brott. Kathy Moulton seconded. The ayes carried with 1 opposed.

The second item of business dealt with Criteria for Middle Schools. Dr. Lindquist sopke to this issue, referring to a study paper he has prepared, and from information and data on America's Middle Schools. He made several points concerning Middle School Criteria:

- Grade Organization, the most common being 6-7-8, followed by 5-6-7-8, and lastly, 7-8. Three grades seem to allow diversity of interests, people and instruction.
- Size, the exemplary being 400 - 500, with the majority in the 400 - 650 range.

He gave the following points as major components in America's Middle School Organization:

- Strong Guidance
- Continous progress
- Multi-age grouping
- Exploratory curriculum
- Emphasis on skill application
- Team Organization
- Some block scheduling
- De-emphasis on formal activities

He stated that if the Board decides to go with Middle Schools, they will be considerably different than our Junior Highs. This will provide a smoother transition from elementary school to Senior High, and will provide a program which will be equal to or better than we have at this time.

The Task Force next considered Document # 68, Criteria for Middle Schools. Pat Radostitz moved to accept the suggested middle school criteria as follows:

A - Program needs: Minimum of 400 students to provide four student blocks per school.

B - Transportation: Model should provide minimum additional busing.

Pam Selby seconded the motion. After some discussion, the motion carried unanimously.

Kathy Moulton's motion from the previous meeting was brought back to the table, the motion being "when it comes time to forward the K-6, 7-8 model to the Board, we accept the Model as recommended by the staff and present it to the Board with a negative recommendation." Mike Brott explained where and why he came up with the alternatives to the K-6, 7-8 model. There was considerable discussion concerning Jr. Highs: capacity, enrollment and grade configuration. There was further discussion on the motion.

Pat Radostitz moved to table Kathy's motion till we are ready to present it to the Board. Judy Moseley seconded and the motion carried, ayes - 10 and nays - 7.

Marion Wilson moved to go into public hearings with the K-6, 7-8 model as presented with a negative recommendation. Chuck Wilbur seconded the motion. There was discussion regarding whether or not to go to public hearings with a negative recommendation on the K-6, 7-8 model. The question was called for and the motion failed, ayes - 8, nays - 10.

Kaye Robinette asked if the Task Force was ready to take the K-6, 7-8 Model and deal with it as a whole or as separate items. The group concensus was to deal with it item by item, asking Mike Brott to prepare alternatives on the following:

Sheldon region - Coburg
North region - River Road, T.A., Santa Clara
Churchill region - Traditional Alternative to Magladry
South region - Condon/Edison in 1 bldg., alternatives in 1 bldg.

Judy Moseley moved to have four public hearings, 2 nights a week for two weeks, having 1 hearing per region, using the form Mike sent out and allowing those that returned the form preference in speaking order over those not returning the form. Hearings to start at 7:00 p.m. and go until we are through, allowing 2 to 3 minutes for each. Molly Stafford seconded the motion.

Arlene Haugen suggested that a brief presentation on behalf of the Task Force should be made at the beginning of each public hearing and that the groups speaking should be encouraged to have a spokesperson.

Marcia Hodges moved to amend the motion to end the hearings at 10:00 p.m. Linda Osburn seconded and the motion carried unanimously. The question was called for on the original motion as amended and it carried unanimously. The group then decided to hold public hearings on April 20 and 21 and April 27 and 28.

The meeting was adjourned at 10:25 p.m.

EUGENE SCHOOL DISTRICT 4J

SCHOOL CLOSURE TASK FORCE

Minutes
April 13, 1981

The ninth meeting of the School Closure Task Force was called to order by the Chairman, Kaye Robinette, at 7:30 p.m. in the Multi-purpose room of Willagillespie school. Those absent were: Yvonne Olsson, Maggie Gontrum and Jim Heywood.

The minutes of the previous meeting will stand approved as printed.

The first item of business on the agenda was discussion and approval of the K-6, 7-8 model alternatives. Mike Brott explained the alternatives on Set I. Molly Stafford asked if the Task Force could explore the possibility of a K-8 program at Coburg. The response from the chairman and several committee members was that this was not within the realm of the charge.

Marcia Hodges moved to accept 1-b, closing Willakenzie, and Nami Bolton seconded. After some discussion the motion was voted on and failed unanimously.

Molly Stafford next moved to accept 1-d, with Judy Moseley seconding. This keeps all schools open in the Sheldon region and re-adjusts boundaries to achieve the 250 criteria at Coburg. There was considerable discussion on program capacity, boundaries and future enrollment in the Sheldon region, in particular - Coburg. The question was called for and the motion failed with 11 ayes and 11 nays.

Pam Selby moved to accept the model to present to public hearings with the request for Mike to prepare a 1-d alternative in detail. Pat Radostitz seconded. The motion was defeated.

Judy Moseley moved to go to public hearings with 1-a and 1-d. Sue Miller seconded. The motion failed.

Kathy Moulton moved to accept 1-a, closing Coburg and moving students to Willakenzie, Meadow Lark and Gilham, this motion to go to public hearings, noting that closing Willakenzie was not a part of the alternative. Jim Dunne seconded and the motion carried.

The Task Force next moved to Set II, Condon/Magnet Arts, Edison/Eastside. Pat Radostitz made the motion to accept 2-a as is in the model. This would leave Condon and Edison open. Marion Wilson seconded. After some discussion the motion carried unanimously.

On Set III, Traditional Alternative School, Pat Radostitz moved to accept 3-b which move Traditional Alternative to Westmoreland. Arlene Haugen seconded and the motion passed.

The next area of business pertained to Sets IV, V, VI, AND VII, the Jr. High-Middle School Model alternatives.

Don Jackson moved to go to public hearings recommending two school closures but without identifying the two Jr. Highs to be closed. Bruce Campbell seconded. After discussion indicating there were no clear factors on which to base a determination, the motion carried.

Mike Brott introduced document # 103, School Closure Staffing Projections, which was prepared by Bill Williams, Director of Personnel. There was discussion and questions were raised regarding administrator and intern salaries and figures.

Document # 104, Annual Projected Financial Savings was distributed and explained by Mike Brott. There was again considerable discussion on positions, salaries, and other data.

The chairman asked the committee to consider what additional information and personnel they would like Mike to bring to the next meeting after public hearings. The following was requested: 1) Routine maintenance on unused buildings and 2) Cost per student, per mile for busing.

The final item for discussion was the public hearing format. The dates, places and times are as follows:

SOUTH EUGENE HIGH SCHOOL -	April 20, 1981 7 - 10:00 p.m. Cafeteria
SHELDON HIGH SCHOOL -	April 21, 1981 7 - 10:00 p.m. Cafeteria
CHURCHILL HIGH SCHOOL -	April 27, 1981 7 - 10:00 p.m. Cafeteria
NO. EUGENE HIGH SCHOOL -	April 28, 1981 7 - 10:00 p.m. Social Studies Auditorium, Rm. # 319

Kaye Robinette explained that Mike would give a 5-10 minute overview at the start of public hearings on what has transpired to bring the Task Force to this point. He urged that committee members should not engage in argument or discussion with the public at the hearings, though this would not exclude specific questions.

Pat Radostitz stated that it should be made clear to the public that what we present is only tentative and is not cast in stone.

It was generally agreed that one-half hour at the end of each meeting should be reserved for those who had not sent in time requests, further, the remaining time is to be allocated equally among those sending in time requests based on equal time for each school, alternative school and non-school group.

This was qualified to provide that no group, school, etc. would have more time than they had requested.

The first meeting in May (next meeting after public hearings) will be held back at the Education Center in the auditorium.

The meeting was adjourned at 9:55 p.m.

EUGENE PUBLIC SCHOOLS DISTRICT 4J

SCHOOL CLOSURE TASK FORCE

Minutes
May 4, 1981

The tenth meeting of the School Closure Task Force was called to order at 7:30 p.m. by the chairman, Kaye Robinette, in the auditorium of the Educational Center. Those Task Force members absent were Carter McConnell, Marilyn Von Seeger and Greg Gubrud.

There were no additions or corrections to the minutes of the last meeting. They will stand approved as printed.

Mike Brott gave further information and explanation on some of the recent data given to the Task Force.

The chairman asked if the group was ready to deal with this information and suggested they begin with the K-5 model for discussion and input, stating they could start with any region and any school they see fit.

Molly Stafford made the following motion: To keep Condon/Magnet Arts open in the Condon building. Close Laurel Hill and put it in the Condon building.

*109 (CON) + 106 (MA) + 74 (LH) = 289
*Keep Edgewood open - 283 + 85 (FH) = 368
*Edison/Eastside - 166 + 140 (ESide) - 54 (H) = 252
*Harris - 173 + 54 (E) + 45 (DUNN) = 272
Parker - 179 + 48 (DUNN) + 25 (FH) = 252
Whiteaker - 161 + 84 (L) = 245
*Willard = 169 + 42 (DUNN) + 40 (AD) = 251

This would close four schools: Laurel Hill, Fox Hollow, Lincoln, Dunn
*Represents changes from K-5 model as adopted.

Judy Moseley seconded the motion. There was lengthy discussion on this proposed alternative, in particular, the alternative schools.

Jim Heywood asked if the group was going to go ahead with the criteria as originally established. By a show of hands the majority indicated they wanted to apply the established criteria.

Pam Selby moved to amend Molly's motion which would move Magnet Arts and Eastside alternative schools to Condon (220) and put regular Condon and Edison schools at Edison, also moving Laurel Hill students to Edison (292). Marcia Hodges seconded the motion. After some discussion, Kathy Moulton moved to postpone action on both the main and amended motions until the next meeting. Pat Radostitz seconded and the motion failed, 6 - yes, 12 - no.

Don Jackson called for the question to the amended motion. The vote was 9 - yes, 8 - no. Don Jackson moved for clarification of division of the house. Jim Dunne seconded. The individual vote was 11 - yes, 9 - no, with 1 abstaining, the motion carrying.

The main motion as amended is as follows:

Eastside/MA - 106 + 110 = 216
Edgewood - 283 + 85 (FH) = 368
Edison/Con - 166 + 109 + 74 (LH) - 54 (H) = 295
Harris - 173 + 54 (E) + 45 (DUNN) = 272
Parker - 179 + 48 (DUNN) + 25 (FH) = 252
Whiteaker - 161 + 84 (L) = 245
Willard - 169 + 42 (DUNN) + 40 (AD) = 251

After some discussion, Jim Heywood moved to table the amended motion, with Kathy Moulton seconding. The motion failed, 10 - yes, 11 - no. Don Jackson called for the main motion as amended and the motion passed, 11 - yes, 9 - no.

Pam Selby moved to close Willakenzie in the south region and bus Game Bird students (93) to Coburg and Beltline students (62) to Meadow Lark with the rest going to Washington. In essence, to adopt 1 - B of the Model, Document # 60. Chuck Wilbur seconded the motion. There was considerable discussion. The motion failed, 6 - yes, 12 - no and 1 abstaining.

Sue Miller moved to close Willagillespie in order to initiate discussion on the safety factors of Willagillespie. Judy Moseley seconded the motion. After discussion, the motion and the second were withdrawn.

Jim Heywood moved to present two recommendations to the Board:

1 - The current plan before public hearings - most severe in terms of impact on community and most economical in terms of dollar savings.

2 - Half of the above - closing x number of schools that would save half of what the first recommendation would save; establish criteria of priortizing schools in sequence of closure.

Judy Moseley seconded the motion, which failed, 6 - yes and 13 - no.

Mike Brott passed out to Task Force members and explained a draft format of recommendations for the final report for their reviewing and revising.

The next Task Force meeting is set for this Thursday night, May 7, 1981, at 7:30 p.m. in the Education Center Auditorium.

The meeting was adjourned at 10:00 p.m.

EUGENE SCHOOL DISTRICT 4J

SCHOOL CLOSURE TASK FORCE

Minutes
May 7, 1981

The eleventh meeting of the School Closure Task Force was called to order at 7:35 p.m. by the chairman, Kaye Robinette, in the auditorium of the Educational Center. Those absent were: Jim Dunne, Marilyn Von Seeger, Pam Selby, Linda Osburn, and Pat Radostitz.

The chairman reviewed with the group that they needed to deal with finishing the remainder of the agenda from Monday night's meeting, 5/4/81.

Molly Stafford asked if the Board's decision to rescind their closing of Lincoln school would have any impact on the group's deliberations. Kaye Robinette replied that there would be no specific findings on land use on the part of the Task Force since whatever requirements exist must be dealt with by the Board.

Mike Brott handed out Document # 129 and briefly reviewed information pertaining to the 250 criteria as it related to large schools versus small schools in the area of educational benefits. He reviewed the Coburg/Willakenzie issues. He stated that with all data available, there is little potential growth projected in the Coburg area. In the realm of transportation, busing students from the core area of Coburg would be comparable in time to other students being bused around the Eugene area.

Kathy Moulton moved to accept the model for the Sheldon region as presented in Document # 97. Art Altstatt seconded, the motion carrying, 13 - yes, 6 - no.

Mike Brott then reviewed the key issues pertaining to the North region.

- To close Santa Clara requires shifting of several boundaries.
- Children crossing main intersections if Silver Lea was closed and resulting busing.
- Issue of time of completion of promises to Santa Clara by Lane Co. to improve streets around school
- Silver Lea stressing the newness of their building as compared to Santa Clara

Judy Moseley moved to re-affirm the model as approved in the North region, Document #97. Sue Miller seconded the motion. Kathy Moulton expressed she would be in favor of not closing any schools in the North region. There was considerable discussion on the closure of Santa Clara versus Silver Lea. The question was called for and the motion carried, 10 - yes, 7 - no, with 2 abstaining.

The Task Force moved next to the Churchill region. Marcia Hodges moved to keep the model as presented on Document #97, with Nami Bolton seconding. After discussion, the motion carried, 14 - yes, 2 - no and 3 abstaining.

The next item on the agenda was the K-6, 7-8 model. Art Altstatt moved to adopt the K-6 elementary model as approved in Document #109. Jim Heywood seconded. At this point the question of Lincoln school was again raised. Board

member, Yvonne Olsson, and Gay Campbell, Special Assistant for Public Information, indicated they could not be involved in this discussion and asked that they be excused during this time. After some discussion regarding Lincoln School, Sue Miller moved to amend the main motion which would accept the K-6 elementary model, district-wide, without consideration for Lincoln school. Molly Stafford seconded, and the amendment passed, 15 - yes and 4 - no. Again there was discussion on the main motion and opposition was expressed to the motion dealing with the K-6 district-wide rather than by region. The question was called for and the motion failed, 8 - yes, 11- no.

Jim Heywood moved to accept the K-6, elementary model for the Churchill region as in the Model, Document #109. Molly Stafford seconded and after some discussion the motion was approved, 15 - yes, 3 - no and 1 abstaining.

Jim Heywood moved to re-affirm the North region as approved in the K-6 elementary model. Greg Gubrud seconded and the vote was unanimous in favor of the motion.

Sue Miller moved to close no elementary schools in the Sheldon region under the K-6 elementary model. Judy Moseley seconded. The motion was discussed and failed, 4 - yes, 15 - no.

Don Jackson moved to accept the K-6 elementary plan in the Sheldon region as in the model, Document #109, and Kathy Moulton seconded. After discussion, the motion passed, 17 - yes and 2 - no.

Jim Heywood moved to accept the K-6 model, elementary schools, for the South region, with Chuck Wilbur seconding. At this point there was considerable discussion concerning distance of busing, boundaries, etc, based on transfer of Laurel Hill students. The question was called for and the motion passed, 16 - yes, 3 - no.

The group then moved to the 7-8 portion of the K-6 model. Jim Heywood moved to accept the recommendation as adopted on Document #109 adding that the group doesn't find any compelling rationale to pick any 2 particular junior highs over others. The vote was unanimous in favor of the motion.

Marcia Hodges moved to adopt the 6-7-8 configuration under the K-5 model, leaving all Jr. Highs open. Al Altstatt seconded and the motion carried unanimously.

The chairman asked if there were any concerns regarding the draft of the Final Recommendations and Conclusions.

Jim Heywood asked and it was agreed that Mike Brott prepare a draft of rationale in support of the K-5, 6-8 model as opposed to the K-6, 7-8 model.

Mike Brott handed out Document #131, Educational Implications which is additional data for the Final Recommendations and Conclusions draft.

The meeting was adjourned at 9:50 p.m.

EUGENE PUBLIC SCHOOLS
DISTRICT 4J

SCHOOL CLOSURE TASK FORCE

Minutes
May 11, 1981

The twelfth meeting of the School Closure Task Force was called to order by the chairman, Kaye Robinette, at 7:30 p.m. in the auditorium of the Educational Center. Those absent were: Pam Selby.

The minutes of the last meeting will stand approved as written.

There was a request to re-open the Sheldon region for discussion and for presenting further alternative motions. The chairman asked if the group was in favor of opening up each region for further discussion and motions. The vote was 10 - yes and 8 - no.

Judy Moseley moved to re-adjust boundaries in the Sheldon region under the K-5 and K-6 configurations in order to keep all schools open. Sue Miller seconded the motion. After some discussion on procedure, the chairman asked for a show of hands of those in favor of limiting discussion on reconsideration of the motion as approved on May 7, 1981. The vote was 2 - yes and 20 - no. Judy sopke to her motion presenting her reasons for re-opening the Sheldon region. There was considerable discussion regarding moving large numbers of students, effect of superintendent's transfers, moving boundaries, etc. The question was called for and motion failed, 3 - yes, 14 - no with 4 abstaining. The Sheldon region, K-5 and K-6, remains as approved May 7, 1981.

Nami Bolton moved to re-consider keeping open Magladry in the Churchill region, under the K-5 grade configuration. Sue Miller seconded the motion. Again there was lengthy discussion concerning the Churchill region, in particular, where Traditional Alternative school should be and the results of closing Magladry as compared to Westmoreland. Sue Miller moved to amend the motion, suggesting that the group recommend that we keep either Magladry or Westmoreland in the Churchill region. Molly Stafford seconded the amendment, which failed, 6 - yes, 16 - no and 1 abstension. The Churchill region remains as approved May 7, 1981.

Bruce Campbell moved to re-consider the North region by leaving Santa Clara open and closing Silver Lea in the K-5 model. Chuck Wilbur seconded the motion. Bruce spoke to his motion, citing a letter from Santa Clara parents received by the Task Force this evening. After much discussion regarding safety factors, economics, busing, widening of River Road, the question was called for and the motion failed, yes - 2 and no - 18. The North region remains as approved May 7, 1981.

Art Altstatt moved to re-consider the South region by adopting the original model, Doc. # 97, K-5, 6-8 in place of the alternative adopted by the Task Force, May 4, 1981. Jim Heywood seconded the motion. Art spoke to his motion, suggesting the groups' decision of May 4, 1981 gives special consideration to alternative schools, and we should be dealing equally with all schools, district-

OVER -

wide. The group discussed, in length, alternative schools, projected enrollment, etc. The vote was 7 - yes, 12 - no and 3 abstaining. The South region remains as approved May 4, 1981.

The Task Force next discussed how to proceed with the final recommendations and conclusions.

Marcia Hodges moved to accept the draft of Chapters I and II for the final copy without the Task Force reviewing it. Jim Dunne seconded and the motion passed unanimously.

Mike Brott handed out and reviewed a 3-page revision, Doc. # 133, for draft of final report.

Don Jackson moved it be a recommendation to the Board that it is an expression of our concensus that the K-5 model be preferred over the K-6. Chuck Wilbur seconded. After some discussion the chairman suggested that the motion be carried over, the time being 10:00 p.m.

The next meeting of the Task Force will be Tuesday night, May 12, 1981 at 7:30 p.m.

The meeting was adjourned at 10:05 p.m.

EUGENE SCHOOL DISTRICT 4J

SCHOOL CLOSURE TASK FORCE

Minutes
May 12, 1981

The thirteenth meeting of the School Closure Task Force was called to order by the chairman, Kaye Robinette, at 7:35 p.m. in the auditorium of the Education Center. Those present were: Al Thiessen, Linda Osburn, Marcia Hodges, Norman Smith, Sue Miller, Arlene Haugen, Arthur Altstatt, Pat Radostitz, Judy Moseley, Kaye Robinette, Mike Brott, Molly Stafford, Chuck Wilbur, Don Jackson, Yvonne Olsson, Kathy Moulton, and Marion Wilson.

Jim Heywood asked that Kaye Robinette point out for him that there was an error in the minutes of May 7th. Paragraph 3 should be K-6 rather than K-5. In regards to the May 11th minutes, on the first page, fifth paragraph, the question arose as to what happened to the main motion. The motion failed, 14 - no, 6 - yes and 2 abstaining.

Pat Radostitz moved to work as a committee of the whole, to avoid making motions on each item, and at the end of the evening motions could be made when revisions are completed. The ayes carried.

Don Jackson's motion that was carried over at the May 11th meeting (preferring the K-5 model instead of the K-6) was brought up again for discussion. Sue Miller moved and Don Jackson seconded that the motion to prefer the K-5 model over the K-6 model be tabled. The ayes carried.

Mike Brott explained the recommended draft to the group. The group then proceeded to revise the recommended draft (see attached copy).

Don Jackson moved that the group go back to standard meeting procedures so that action could be carried out with motions. Judy Moseley seconded and the ayes carried.

Kathy Moulton moved that no minority reports be attached to the majority report. Don Jackson seconded the motion. After discussion, the motion carried, 8 - yes, 4 - no and 2 abstaining.

Kathy Moulton moved that the group tentatively approve the draft as revised and then finalize it on Monday, May 18, 1981. Marion Wilson seconded, and the motion carried, 13 - yes and 1 - no.

Pat Radostitz asked that individuals submit to Mike issues and concern regarding positive thoughts that they might have, as discussed at the May 11 meeting. She stressed that this was not to be confused with a minority report. Kaye Robinette pointed out such matters would need to be provided to Mike by Thursday, May 14, in order to be presented for approval at the May 18 meeting.

The meeting was adjourned at 10:45 p.m.

EUGENE SCHOOL DISTRICT 4J

SCHOOL CLOSURE TASK FORCE

Minutes
May 18, 1981

The fourteenth and final meeting of the School Closure Task Force was called to order at 7:30 p.m. by the Chairman, Kaye Robinette in the auditorium of the Educational Center. Those absent were: Molly Stafford, Jim Heywood and Marion Wilson.

The minutes of the May 12 meeting will stand approved as printed.

The Task Force discussed approval of the 2nd draft of the Final Recommendations. The following changes and additions were made:

Page 1, # 3 to read "Modifications made in the elementary grade level models should be consistent with guidelines in the ....".

It was agreed by the group that paragraph 1 on page 1 should read "This report deals with.....".

Pat Radostitz moved that the third statement on page 2 under section A., K-5, 6-8, also be included under the section B., K-6, 7-8. Jim Dunne seconded the motion. There was discussion on capacity and unadjusted capacity as it pertained to the motion. Judy Moseley moved to amend the motion to read, under the K-6, 7-8: "Allows room for special education programs, but provides limited room for small groups, and limited flexibility for educational programs." Pam Selby seconded the amendment, which carried unanimously. The main motion then carried, unanimously.

On page 3 of the draft, under Educational Implications, paragraph 2, Marquitta Foglesong moved to have the first sentence read "Such schools have two to three classes per grade and sufficient specialists to help teachers with the curriculum requirements." Linda Osburn seconded and the motion carried unanimously.

The group next moved to the Financial Impact section. Marcia Hodges moved to round off the figures to the nearest $10,000 with Judy Moseley seconding. The vote was 5 - yes, 11 - no and 4 abstaining. The motion failed. Nami Bolton moved to put "approximately" in front of the dollar figures and Marcia Hodges seconded. Again the motion failed. The dollar figures will remain as stated in the draft. It was agreed by the committee that paragraph two should read "The potential closure of 5 elementary schools (excluding Lincoln) and.....".

Under Staff Implications section the group agreed that the Special Education section should come before the Financial Impact section.

Jim Dunne moved to approve the draft of the text with the changes made and Don Jackson seconded. The motion carried, 19 - yes, 1 - no.

The Task Force next dealt with consideration and approval of Individual Expressions of Concern to be forwarded to the School Board. There was considerable discussion on this issue.

Jim Dunne moved to forward Document #141 (Individual Expressions of Concern for Consideration/Approval) to the Board with Bruce Campbell seconding. There was discussion concening what the Board might desire as additional input from the Task Force members, either as an addendum to the report of recommendations or as separate letters from individual members. Pat Radostitz addressed seven issues that she felt the Task Force was concerned about as a whole and should be forwarded to the Board. The question was called for and the motion failed unanimously. Judy Moseley moved to attach a separate report of concerns, which would have each member list 3 issues, over their signature, having this material to the Task Force office by 3:00 p.m. Tuesday, May 19, 1981, in order to meet the deadline for the report to go to printing. Jim Dunne seconded. Again there was lengthy discussion regarding the time frame in which to submit reports of concern. The motion failed, 7 - yes, 13 - no.

Judy Moseley moved to prepare a separate report of concerns, which would have each member list 3 issues, over their signature, and submit them to the Task Force office by Friday, May 22, 1981, to be forwarded to the Board separate from the final report of recommendations. Jim Dunne seconded and after some discussion the motion carried by a voice vote.

Mike Brott asked the committee members to turn in any School District publications and their empty noteb ks as soon as was convenient.

Pat Radostitz asked that the Task Force members be advised when the Final Report is presented to the Board.

The chairman thanked the committee for their efforts and dedication to the task they had completed.

Members of the committee thanked Kaye Robinette, Mike Brott and Carol Hagen, Task Force secretary, for all their efforts and many long hours of work for the Task Force.

The chairman adjourned the meeting at 8:55 p.m.

School Closure Task Force
Public Hearings - South Eugene Region

DISCLAIMER: Quality of the tape from South Eugene was very bad, unintelligible in in parts, so some speakers remarks are strickly from my notes and at best inconclusive. Sorry!

PUBLIC TESTIMONY

EASTSIDE/EDISON

Cliff Lind, Principal, Eastside-Edison School
I want to make one point for the task force to consider that in most cases the site of an alternative school is the most important. Moving alternative programs, if out of the reach of the children and parents who go there and support the program, could cause the program to die. Alternative schools like Eastside which are in effect, communities within communities should not be destroyed. At Eastside the shop and library are integral parts of the Eastside program and would not be easily moved. Please remember you are not simply adding 140 stuents to a school. The receiving school must have a tolerent staff and administration for the alternative school to succeed and if this is not present, you will see the alternative program die. I hope you will consider these points and offer them in your considerations to the board.

Nancy Reckord, Head Teacher, Eastside.
Eastside was started mainly by parents in the Condon and Edison area and we have retained approx. 60% of the students from that area. Although we are a magnet school essentially, we are a neighborhood school. In earlier years teachers had to divide their time and energy between teaching the school and wrestling with problems of conflict. Program is now stable and we have had to deal with fewer and fewer of these problems and teachers' energy is more clearly directed toward the development of our program. To ask us to move is to ask us to put that same kind of energy into making the program work all over again. We have been told that if our program is as good as we say it is, it will work in another school building and there is some truth in that, we could continue in another location. But, the cost measured in committment and energy may be too high a price to pay. The assumption that all members of a given staff will be willing to put forth nearly the amount of energy to create a new school in a new neighborhood because other schools don't have a full enrollment is asking a great deal. Cost is another issue, has the cost of moving one alternative school to another site been calculated? What will be the cost of moving the books, the games, the furniture, the computer, our science lab, the shop equipment and so forth. How will we divide up the library materials? Will a job have to be created to dismantle and carry over the library of the closed school? What will be the cost of in-service to help two staffs start from scratch, juggling lunch schedules, program schedules, cafeteria schedules and so forth? What will be the cost of setting up our shop which requires 220V at Harris? What will be the cost of moving the speech and hearing impaired program out of there to Parker? What would be the advantage of doing so? In short, is the district saving anything with the additional costs involved in school closures? The argument has been made that 250 is the ideal number for an elementary school in Eugene. Edison does not have 250 and some have suggested that Eastside is preventing Edison from obtaining a quality education. It would be difficult to prove that either Edison or Eastside are not providing a quality education. Eastside wishes to remain a small school even tho our waiting list would allow us to grow considerably larger. We share a P/E specialist and a media specialist with Edison and together our building is at capacity. To push Eastside out is to penalize a diverse program that works and which works partly because of its neighborhood location in order to make Edison a larger school. Lastly that you consider some of our concerns and

EASTSIDE/ELISON

allow us some imput. Questions beyond number and building capacity are crucial. What of a neighborhood would like to have an alternative school? What kind of a staff would be willing to give up some of its territory for us? What kind of technical support will the Task Force recommend that the district give? What kind of responsibility is the task force willing to assume when the neighborhood begins to split and fragment itself as it has in the past over this issue? And last, what kind of responsibility is the task force willing to take for the division of energy which will take place on the part of Eastside staff away from kids? Thank you.

Vic Hansen- Coordinator at Eastside. I wish to speak about a program I coordinate at Eastside. It is called the Apprenticeship program. It is a career ed type program working cooperatively with agencies in the community. We are currently working with about 15 agencies, small stores, where we place 4,5 & 6th graders to learn what it is like to work. We have about 40 agencies we work with and if we are moved, we would be set back about 5 years in the development of this program. We feel it is an important program. We place about 35-40 children in this program and if we are forced to move it would set it back quite a ways.

Steve Ickes, 2140 Agate - Parent. It is difficult to speak about school closures. It is difficult to be credible and not parochial. It is difficult to seek for a persuasive or analitical point that has not already been made. It is also difficult to feel we are set on aything but an unchangeable course. My wife and I decided on Eastside after visiting several other schools in the district and deciding that Eastside was a good match for us. I suspect our experience is not unique. Eastside has a real diversity of students from all over the city but it also reflects the tone of the neighborhood. Eastside as an educational institution is partly influenced by the neighborhood in which it resides. Economic policy decisions in Dist. 4-J that respond to cycles and miss the trends can be tragic. Closing of neighborhood schools disrupts and weakens critical community energy and funds. It sends the schools and communities back to survival activities. (unable to decipher rest of this gentleman's remarks, sorry.)

FAIRMONT NEIGHBORHOOD ASSOCIATION - Peter Watt (can't decipher this gentleman's remarks My notes show he referred to previous correspondence sent to the task force and expressed the Association's opposition to the closing of Condon. He spoke of the University's plans to expand family housing in this area and it is incongruous to close a school in this area. The area has a higher proportion of children compared to other areas. Closure is inconsistant with Eugene city planning for this area. Again expressed strong opposition to closure. Referred us to Donald Lee from the University Housing Dept. who will speak later on the refinements plan for East University Campus housing.

FOX HOLLOW SCHOOL

Marc Giovaag - Parent. It seems to me that the school closure plan was given to the community rather than presented as an alternative plan to be considered along with other possible solutions, dealing with controlling expenses. The school board is supposed to represent not control the community. People should have been consulted, polled, asked as to how they felt about schools being closed, especially when dealing with a large number of school closures. Informative polls could have been placed in the Register-Guard or sent home from the schools particularly in the affected school areas. The southern area of the city has much potential for home construction. Why would we want to close the very schools which could best serve this area. It is totally unrealistic to establish a minimum number of students per school and not relate this to the size of the facility. Fox Hollow is a small school, by operating plant size, therefore it could not come close to housing the 250 number being considered as the norm for whether a school operates or closes. What are some of the values of the smaller school? Closing Fox Hollow and other targeted schools would automatically mean increasing the size of the other schools, this has to mean an increase of pupil/teacher ratio, which in turn means a lowering of the quality of education. To me, this isn't saving money, it is simply getting less of a quality product for less money.

FOX HOLLOW

Fox Hollow is a beautiful modern facility needing less maintenance costs than any other building. Smaller schools in my opinion have definite educational value for children, for younger children a more secure psychological feeling and why do we want to place children in these large settings which are harder to supervise and teach. Where the pupil/teacher ratio rises, especially when we have the facilities to avoid this problem. Neighborhood schools give children the opportunity to walk to school, or if bused, shortens the distance. Busing is expensive and presents disciplinary problems. All in all first consideration should go to the students and the families and secon consideration to a small amount of money saved. I think Eugene wants a good educational system, well run, not a cheaper inferior school system. One last thought, is it a wise decision to close this many schools especially when the superintendent responsible for overseeing this decision has resigned. Who will be responsible for the up-coming problems?
Nick Tri - Parent- (this part of the tape bad again and so these remarks are partly what I could make out of the tape and my notes) My wife and I spend considerable time in deciding where to send our child because we have a very strong feeling that education is important to her development and for her growth as a human being and as an American. The first concern of mine is with the closure process, specifically the limitation of the Task Force role to two alternatives. Limiting the task force to a or b did not allow for any creativity on the part of the task force to seek alternatives. Second concern of mine is what are we going to do with the facility we are taking our children out of? (from my notes) Recent national magazines have noted the birth rate is increasing, more school age children will ultimately need more space. It is unfortunate that decisions of what schools to close will be made without the census block data which will not be available until August. Why not wait six months? Another note: private schools are growing, bursting at the seams in times of a recession. Why? One possible solution would be to look at what Portland has done and do a gradual phase out, when and where as factors warrant. Again, what is wrong with small schools? We presently have insufficient data. Schools of varying size are part of any school district. Is this a case of the staff vs the public? Are we blowing in the wind? Will we be listened to?

HARRIS SCHOOL - David Piper, President of Harris Advisory Council (copy of his remarks given to task force) Summary: Want to go on record as being very appreciative of the time spent by the task force on this issue. We are here in hopes of not upsetting your recommendation to leave Harris open. We appreciate that. But we would like to offer information for considering other factors than numbers. We are concerned that the County Hearing Impaired program would have to be moved if Eastside is moved to Harris. There is also a concern about the coordination of staffs and schedules already alluded to in the Eastside report. We believe the merger would seriously dilute the quality of the current program at Harris. Harris could not accomodate the number of classrooms in close proximity to one another that Eastside requires. The proposed merger will increase problems and limit curriculum opportunities. School mergers should consider philosophical compatability. Harris is a highly structured, more traditional in approach and generally counter to the philosophy espoused at Eastside. We suggest that alternative schools should be merged together or placed somewhere where they would be more compatible. Magnet Arts and Eastside could occupy Condon and students from other non-alternative schools could be sent to Harris to increase its enrollment.

LAUREL HILL SCHOOL - Susan Neibo (tape unintelligible, remarks from my notes) Except for low enrollment, it is a mystery to Laurel Hill parents why our school is doomed for closure. Busing- we object to a 40-50 minute bus schedule- busing children in walking distance of a school 11 miles, spending 2 hours a day on a bus. We have concerns for the effect on the children's attitude and behavior. If Laurel Hill is closed, Glenwood students who are already being bused will have that bus ride extended

LAUREL HILL

even longer. It is our belief that no child should be on a bus longer than 15 minutes. We are unable to justify your decision. We question the extra expense of more busing. We would be able to take Magnet Arts/Condon. We have an excellent school and a beautiful physical setting. Come visit us and spend some time walking around the grounds.
William "Chico" Schwall- Laurel Hill Parents Advisory Co uncil
Additional point- remind you that for the Glenwood student this will be their second time in ten years their school was closed. We have a concern for those students. We would like to suggest that you consider that our school would not be a bad place to relocate students fromother schools. We realize that economically times are hard but think there amy be other avenues to explore -- look at the cost of competitive football instead of destroying schools and programs in the neighborhoods. Is the school district committed to big schools? Cannot deviate from staffing? All planning calls for future development in our neighborhood, some already has begun, how will this neighborhood develop without a school? What effect will three school closures in a corridor have on the East side of Eugene? How will neighborhoods develop in East Eugene? The school board should listen. I remind you again that Glenwood students have already had one school closed and it seems unfair to put them thru that process again.

MAGNET ARTS SCHOOL - Bob Boyle (Gave copy of his remarks, with details and documentati to the task force) Summary: It appears that the proposed decision to close Condon and relocate Magnet Arts 1) violates two of the basic principles intended to guide school closure process; 2) raises serious financial considerations directly related to several of the factors mandated by the school board for task force consideration; 3) would clearly result in a deterioration of the quality of a national recognized educational program; 4) is unnecessary as the Condon/Magnet Arts school presently serves its neighborhood with an efficiency with which the most parsimonious administra should be proud.
Sylvia Roehnelt - Parent- Magnet Arts (Tape unintelligible- remarks from my notes) I will give you the family story of Magnet Arts and its importance to us. We want you to recognize that many of the families who have heretofore chosen private schools have children at Magnet Arts because they believe in what is being done there. Realize tha Magnet Arts needs Condon to succeed because of its unique facility and if Magnet Arts cannot succeed or is drasticly changed because of a new location, these parents might again turn to private schools. She introduced and told the family story of five families with children at Magnet Arts. Copies of their statements and more than 40 others were given to the task force.
Marna Broekhoff - Fairmont neighbor, former Condon student. Surprized to hear that Condon would be closed. Condon has been a focal point of the neighborhood for over 70 years. Concern about manner in which task force is making decisions and also about the accuracy of data. Although I have made efforts to become informed, have been unable to perceive the reason for closing any school from either a financial or an educational standpoint. Am unable to understand the reasoning that the South Region w has traditionally been the strongest support area for the district should have one/hal of its elementary schools closed and two of its schools relocated - one to a school ou of the region. Moreover the task force has not been allowed to consider the decision to close schools, only to consider its implementation. Particular reasons why Condon should not be singled out for closure: Sumarize and emphasize points already made. Facility: it is unique and in excellent condition, it is historically important, the o remaining building of the Spanish Mission type architecture. An application has been made to the Historical Review Committee for historical designation, and if accepted would have funds available to maintain the exterior portions of the building. It is a well planned building for use as a school, larger classrooms than any other school in Eugene, unique flooring as noted by Magnet Arts group. Its playground is separated

CONDON

for particular use and age group, recently renovated; special facilities for TMR classes. The building is in excellent condition, $157,000 was spent for weatherization and storm windows $10,000. for paint inside and out. It has never looked better. The recent fire marshall's report did not specify any major expense for the Condon bldg. in fact, the suggestions were the same as for Edison. I find that only $8,500 would be saved in operational costs in closure, if you compare the cost of relocating Condon and especially Magnet Arts, I wonder just how much the real savings would be. To me the savings would not be worth the disruption. The second motive, to improve quality of education, the quality of education at Condon is equal to or better than other larger schools in the district. (She outlined the specialists assigned to bldg., Pace program, reading program, combined use with Magnet Arts of specialist, TMR program and use of student teachers from the University lowers the teacher/student ratio.) Quality of education is enhanced by small schools, a neighborhood school in easy walking distance is an equal part of educational quality. Open enrollment policy will cease if schools are filled to capacity. I believe that alternative schools are important but can't see theloic of allowing alternative schools to exist if you have a criteria of 250. If you say that alternative schools are more unique than other schools, I think any one would argue that their school is unique, so what basis is there for letting them exist. If 250 is the criteria, I would point out that Condon/ Magnet Arts now has 260 students and meets the criteria, and is filled to nearly 90% of its capacity, even if the sixth grade leaves, we will have more than the magic number of 250.

Kristine Durfee - Parent- Condon since 1976

Felt three children well served attending their neighborhood school, excellent teachers, highly individualized instruction everywhere. Don't feel they have suffered from smaller school. Condon with M/A has a wide range of educational opportunities. It is a community school and a community focal point for over 70 years, used by community from 8 A.M. til 10 P.M. Does not fit the model of neighborhood saturation (quoted from Metro plan). Because of the University East campus housing the children move thru the school more rapidly but the enrollment remains more constant as opposed to other neighborhoods In closing Lincoln, Condon and Laurel hill, you are leaving a wide band of the central city without a neighborhood school. Impact of the school closures on the central city seems to be being ignored by the school board and the task force. Input and necessary accountability are not present in the work being done by the task force. The time in which this plan is to be formulated seems far too brief when considering its impact.

ROOSEVELT JUNIOR HIGH

Beth Deutsch - (copy of statement to task force) Summary: Charge given this group provided a very narrow focus for their work. School closures have received most emphasis and related decisions regarding a 4 yr. high school and development of middle schools have been considered only coincidentally. Decisons on a 4 yr. high school and middle school have escaped close scrutiny bythe public. There has been no discussion of the educational gains or losses to be achieved. If the decision is made to go to a 4 yr. high school and middle school, Roosevelt parents, students and staff would like to play a strong role in determining the role of Roosevelt Jr. Hi in the district. We would like to reserve the right to apply for alternative status for Roosevelt if it proves to be desireable or necessary in order to devise and operate the type of program considered to be in the best educational interest of Roosevelt students.

SPENCER BUTTE JUNIOR HIGH

Kay Robinhold- Spencer Butte Advisory Council. We at Spencer Butte are maintaining an open mind regarding the best plan for grade reorganization, Our concerns center on what kind of a school Spencer Butte will become under any new plan. While we understand that this plan will come later, we hope that each one of you on the task force

SPENCER BUTTE JUNIOR HIGH

as well as members of the board realizes that the South Region presently offers people a choice between two unique junior high schools. We think it is vital for that choice to be maintained.

WILLARD SCHOOL
Jim Catterling, parent- Willard Advisory Council (Gave us handout #1001)
The task force has worked hard and I assure you have worked with dozens of sets of figures and obviously you have only been able to skim the important issues involved in school closures in the very limited time that has been given to you. I would hope you are able to understand the numerical effects of the proposals you are going to give to the school board but also that you understand the deeper issues affecting school programs. We have several concerns we will talk about, our first is Willard as a community school. We want you to understand that pictures of unused classrooms at Willard school is not in fact true. Classrooms not in use inthe direct instruction of either K-5 or K-6 are being used by the community to greatly enrich the program at Willard. To fill up that space would endanger the quality of the program offered to Willard students. We feel it very important that you consider the space needs of community schools as you consider the consolidation of schools. By increasing the size under both plans to 250, there is an assumption that there will be an increased number of options in increasing the quality of education At Willard. From our standpoint this is not true, as the sheet I have given you points out. (The handout outline the uses of classrooms under the present K-6, 219 students and the proposed K-6 319 students and the K-5 219 plus Magnet Arts). Programs presently using 7 classrooms in the present program would have to be consolidated into 4 classrooms under the K-6 programs adding 100 students to Willard. In the K-5 model adding Magnet Arts to Willard and the 100 students, those programs would be eliminated from Willard. There would be no rooms for the Cooperative preschool/after school program, the Kindercare/Latchkey and tutoring, Learning difficulties class, 4-J hearing impaired class and CALC. We would ask that you examine what would be accomplished by the changes that would be made, not only at Willard, but district wide.
Linda DeWitt- Willard parent of kdg and pre-school students.(Tape bad, frommy notes)
She maintains that her pre-school child has as much right to be at Willard as any other child. One concern that I have is losing those programs like the pre-school, which would be lost under the K-5 model. Currently I am involved all of the time at Willard, in the classroom and I don't think my involvement would be as intense if it had not started when my older child was in pre-school. Half of the parents of pre-school children do not presently have older children in school. They are involved in the school system long before their children have entered regular classes. Another matter, please look at 36-A, I have computed the unadjusted capacity of the buildings and the projected enrollment figures for the So. region in 1982. That is 486 empty kid spots. Given your projected increase of 321 kids by 1986, in this region, we would have only 165 empty kid spots compared to North region, 910 empty kid spots in 1982, 607 empty kid spots in 1983 and I would like to suggest that possible you have been overzealous in this region and might want to consider keeping open at least one additional school. Also if you work with the 321 increase in students in 1982 thru 1986 in the South region, that is an average of 53 kids per elementary school if they are spread at all evenly over the region. Adding 53 students to the models suggested, Willard will be overenrolled.

DUNN SCHOOL - Steve Bunnell
While you have not heard from us before, we are no less committed to the continuing existence of our school than any other school group. You may not be aware that the Dunn school has occupied the same site of grades at or 1963 and there aren't many schools in Oregon that are 118 yrs. old. We know this may not be for little in this era of reckless and flawed responsibility. However, we believe that tradition is worth a great deal and we wish to make the district aware of both the heritage and quality of the Dunn school program. Of course, the present building has not been around since 1963. However, we do believe that the present building is in excellent repair. Our building was recently re-roofed and a new paint job. The playing field is in the final stages of a $100,000 improvement project. We have one of the

DUNN SCHOOL

excellent wood floors that Magnet Arts speaks so highly of. It is almost all on one levelamd has an acknowledged program of successfully working with handicapped students. Dunn is one of two schools in the district completely equipped for handicapped students with over 20 years experience in this field. The Dunn school does not border on the "attractive nuisance" of a major shopping center. Dunn is used by and important to the neighborhood even tho we lost our commu ity school funding in last year's budget cuts. Dunn is in the center of the South region and is well served by existing LTD lines. Dunn has a strong reputation as an academic school. Its programs arerecognized across the district. It may and may not be possible to transfer the quality of the program and instruction to another place. In my own experience of 20 years as an educator, has shown me that some combinations of people and places work and some do not. Despite all the gloomy news of closure, the Dunn community people remain enthusiastic, quiet and cooperative. The staff will suffer the most from transfers. One reason Dunn parents have been unable to understand their school being on the "hit" list is that Dunn is one of the least expensive schools in the district to operate.If filled to capecity, Dunn would be one of the four schools in the district to operate at a rate of under $1000. per year per student. Dunn is one of the cheapest schools in the district to operate and so far that seems to have been of little interest to those involved in closure. We just ask that you re-examine the history, educational program and financial cost of operating Dunn and we believe you will in fact find that Dunn should remain open.

CONDON EDISON & WESTMORELAND

Donald Lee- Associate Director of Housing, University of Oregon
My responsibilities deal with the three University family housing areas known as Amazon, East University and Westmoreland. There are over 700 living units in these three areas. They are served by Condon, Edison and Westmoreland schools. I would refer you to the letter dated 4/1/81 expressing the University's views on the importence of the continued operation of these schools to our students and their families who live in these areas. I am here to place emphasis on several facts and to support the residents of Amazon, Westmoreland and East Campus. Two schools serving university families, Condon and Edison have not experienced enrollment declines, relected in district or national trends. Only 10 of the 43 schools in the district have not experienced a decline since 1969, two of these are Condon and Edison. The University believes that this fact is related to the turnover of students with families. While in other areas homeowners do not move, and as children grow older there are no younger children to replace them, resulting in empty schools. The University believes that there will be more non-traditional students, thatis students with families who have children in the 0-5,5-9 age groups, in the near future. The University is at present discussing preliminary development plans for the East University Campus area, served by Condon school. There could be as many as 400 additional family units developed in this area within the next 10 years. Two other developments in the area will also place burdens on the Condon and Edison schools. The University believes the task force should be aware of the special characteristics of the Condon area because of the transiect nature of its residents, and this population will increase. We would also feel that it is important that you be aware of the major difference in the data developed from our records in comparison to the general community demographic data made available to you. As a private citizen and parent, I want to thank each of you on the Task force for the work and responsibility that you have taken on. Whatever your recommendations will be, I know they will be the results of your best judgment as a group of citizens, and I will accept that judgment. Thank you.

FAIRMONT ASSN. EDISON AND CONDON
Laura Johnson- Former member of IED board and member of Small Schools Task Force
I would ask you as a task force after having gone thru your hearing and review process

CONDON & EDISON

that you take a deep breath and ask yourselves if you really want to conform with what the district has asked you to do. I believe the district projections of population for year after next are expected to grow. To close schools and have to re-open them in two years seems to me a very costly process and upsetting to the whole community I thin this would be something for you to think about seriously, even if it should involve the mass resignation of the entire task force.

Mike Shellenbarger - Chairman of Small Schools Task Force
I hope you have read the Small Schools Task Force report because I think there is a lot of good stuff in there. There are a few things in there I would like to repeat because I think it would be of interest to the task force and I would close with a statement of my impressions of that. First, the importance of neighborhood schools accessible on foot just can't be over-emphasized. I think that is a highly important point. Second, if a school has fallen below the enrollment that seems economical to keep open, then keep part of it open and rent it out for other compatible use. You don't have to close the whole school down and it will still be a neighborhood school. All of my studying has re-affirmed my belief in small schools. If you have to close a school and I don't think you have to, why don't you consider closing some of the big ones. I would rather you close a big one than a small one. One other thing I have to say to you is that my impression after having been the elected chairman of the small schools task force 5 years ago was that we were receiving a lot of misleading information from the school staff. I would be very careful of any information you receive from the school staff. Various portion of the information we received was very misleading, the only way we could get good data was to go our and get it ourselves. We put a lot of time into it and I think you should do nothing less yourselves. You are really being put on the wire, you are being forced into this position of closing schools. I think you owe it to the citizens of Eugene to be very careful of the data you are getting is the best data you can get. And if after looking at the data and your mind is made up that it isn't wise to close schools, then take a lesson from Poland and stand up to them. I think it is time for that.

Al Urquhart
I think the school board or the school administration is attempting to ignore several factors in the directions they have given to the task force. Two points that I would really like to make are these: The school district helps to build a city, We saw that in the 1950's in Eugene. The schools worked with the city to build neighborhoods. Now the school district is attempting to close neighborhoods when they close schools. They have made no attempt to work with the city. No attempt to work with the community. There is an attempt to close down schools and this will close neighborhoods. The people who will suffer the most are the people who should suffer the least, the children, who will have to be moved from one place to another. Also, I would remind the district that the people, the taxpayers mostly in the South region have built and paid for the schools in North and West Eugene. They have been the only ones who have consistently voted to keep schools going. In the last 9 elections the measures that have passed by 50% in the overall city, precints in the south region have passed them by an additional 10% over the rest of the city. In 9 elections, residents of the Common area have voted 9 times to support the district, in Lincoln 8 out of 9 times; Fox Hollow, six out of 9 times Edison, 5 out of 9 times; Stella Maglenry, Laurel Hill, Patterson 8 out of 9 times; Willard 9 out of 9 times; Dunn 6 out of 9 times. The rest of the city did not support the district. These people are now the ones who will suffer the most under school closures The possibility also exists that closures will cut out the tax base of the city and district as well. (Can't make out any more of this presentation)

WILLARD

Stan Benn- Non-Parent at Willard
I'm one of the 78% of the lectorate non-involved in schools. In establishing the school closures task force, the board said that your charge was not whether to close schools but which schools to close and the board justified that charge with reference to two areas. That of declining enrollment and declining resources.The previously mentioned superintendent's memo said that the primary rational for school closures would be economic rather than educational but school closures should not result in a deterioration of educational programs. Two areas I would like to speak to: 1) Declinging enrollment - the district's enrollment figures predict a declining enrollment in sec ndary schools thru 1989, and an increase in elementary enrollment beginning in the fall of 1982, coming to a peak in 1985. The four yr. high school model responds to this by bringing in 9th graders to fill the high schools. This necessitates discussion of a 6-7-8 middle schools to utilize junior high schools so this leaves underenrolled elementary schools in K-5, which have become the prime candidates. I would suggest that an alternative response to the secondary enrollment would be to close a high school. I realize this is something not chosen for your consideration, but I bring it to your attention any way. Secondly, declining resourses - the most recent figures, your handout 104, predicts a gross savings of $807,473. as a result of closing 8 elementary schools. That specifically excludes Lincoln because I consider that already closed and not something that you are dealing with. That is in the K-5 model and I assume that is the one most likely to be considered for adoption. Using district figures and I refer to your handout 50, closing one senior and two junior highs would result in a savings of $1,087,389. or 35% more. In looking at gross figures, you have to deduct the increased cost of the closure, transportation of re-located students, you should be considering the future of the closed school building also. Three directions, no conclusions, just three question: if the bldg. is closed, and leased additional revenue may be generated but lanalord expenses would also be incurred. If the bldg. is retained but vacant, then cost of mothballing must be considered, and $1,000. figure has been kicked around If the bldg. is sold, the revenue from the sale isn't a reoccurring item but occurs only in the year the building is sold. I question what the appropriate use of the money from the sale would be in terms of reducing the operating levy or used in the operating budget as opposed to putting it into the reserve fund which puts it outside of the income section of the budget. In addition to considering the neighborhood impact, I would consider the "me" impact. That is to say, what happens to the taxpayer - a non-parent taxpayer, oneof the majority of folks who do not have a child in school. I would like to take you through a thought process. Before Istart to spend the tax money, I am going to save by school closure, I want to look at what happens to the owner of a $50,000. home. For tax purposes, the multiplyer bec mes $40,000 for assessed tax value purposes. The tax for this dist. for that home was $501.43, but the state gave us 30% back so in effect it was $351. for 4-J. This also discounts the debt service portion because that is a constant. For reference purposes I would assume $1million would be saved by closures. That is approx. 3% of the total 4-J budget. That in effect give a tax saming of $10.15 for the owner of a $50,000 home. If in effect that savings is $750,000.,the savings would be approx. 96¢ if you close 8 schools. Without looking at any other factors, is the savings of 75¢ to $1.00 per month adequate justification for continuing with the closure process? I would suggest that in your final recommendatinn to the board when you are finished with your process that you would take your findings and refer it to the voters of the dist. for a referuncum.

Marna Broekhoff - I spoke earlier but I would like to comment on these proceedings. In Sunday's R/G, board member Maggie Gontrum was quoted as saying she thought school board members should attend these hearings to get some idea of the peoples' concerns Two board members were here earlier but no members are here now. I understand they are at budget hearings. I think it is unfortunate that the South region, which is the most affected by closures would be scheduled on a night the board could not attend.

SCHOOL CLOSURE TASK FORCE
PUBLIC HEARINGS - SHELDON REGION

PUBLIC TESTIMONY

WILLAKENZIE SCHOOL- Barbara Nelson, co-chairperson Willakenzie Parent Group
Thank you for this opportunity to speak. I hope you have received the yellow sheet sent to the Task Force by the Willakenzie Parent Group, presenting why they feel Willakenzie should stay open. I respect the fact that you are trying not to let emotions be a factor in the decisions you are making. I hope you will consider the assets of the different schools and not pit one against another. Willakenzie parents have empathy for the feelings of the parents of Coburg. The interest of the people attending the hearings and the response from parents is an indication that the people of Dist. 4-J have confidence in public education, we feel that our schools are doing a great job of educating our children and that is what public education is all about. We feel thatWillakenzie is an ideal size for an elementary school, it is right now 250 children and is able to meet all of the requirements. We are growing. Not long ago more than half of the children attending Willakenzie were being bused to the school. Now, just under ½ of the children are walking to school. There has been an increase in the density of the population in our area evidenced by the new apartments and sub-divisions in our area. We have room for growth under either Model-K-5 or K-6 and will be able to meet the needs of the rising enrollment that is expected in our area and the Sheldon area as a whole. We have two very important programs that are in operation in our school, for children who have special educational needs. Title I programs for Children who qualify as low income but it also aids all students who need help developing their skills. Over 100 students out of 250 are utilizing the help afforded by Title I. Because of this, there has been a marked improvement in the achievement scores since Title I began here. Special education is something of which Willakenzie is especially proud. Long before mainstreaming was mandated, the staff at Willakenzie initiated mainstreaming in our school. All of our children have grown from this experience. Staff acceptance of mainstreaming has made the program operational to a greater degree than in most schools.
In addition, we have a Pace program, a librarian, counseling, resource room for Title I, a parent-built play structure on the playground, a full size soccer field and a baseball/softball field. Willakenzie is unusual in that its playing fields do not get waterlogged so they are useable year round. Our gym is used nightly by different groups from the community. The gym, unlike most other elementary school gyms, has permanent bleachers, good floors and high ceilings, points which are envied by tother P.E. teachers in the district. If Willakenzie is closed and our students dispersed, their individual programs of education will suffer. One last point with regard to middle schools, parents at Willakenzie expressed concern that the school district be willing to gear down the system so the 6-7-8 schools will not be mini-high schools. There is a need for the district to expend the money for in-service for teachers to make sure sixth graders will be prepared for, in the manner in which their needs will be met. Thank you.

COBURG SCHOOL - Patti Caldwell- President Coburg Parent Advisory Group
There is strong concern in the Coburg community over possible closure of the Coburg school. People speaking tonite bring material based on facts and figures supplied by the district and district liason, Mike Brott, plus other material compiled by Coburg citizens. Material based on 6 criteria of the task force charge from the district. Quoting from minutes and other material received from task force. 1) Sheet 84 Interim report: "Keep school size to 250 as a guideline." 2) Minutes 3/15/81: "Don Jackson emphasized 250-400 figure was a guideline not an absolute bottom or top figure." 3) Minutes 2/19/81: Statement of the Chairperson of the Board," Board has adopted a specific list of questions and criteria to be applied to all schools so that your decision will be a data-based decision and made

COBURG SCHOOL

with objectivity." Our premise is that 250 figure is the only criteria that was fully developed, the other 5 criteria received only cursory review. To substantiate this, as of your last meeting, you have just received figures on some of your fiscal considerations and have received no information on busing costs or future use of facilities. We will attempt to show you that Coburg does meet the six criteria and should remain open.

MARY GULDAEGER Enrollment- (copy of survey information given to task force) We felt for the task force to make a competent judgment on enrollment figures, more information was necessary. Specifically, you need to know the amount of increase or decrease in enrollment Coburg will have in the near future. This information is not readily available from LCOG or the 1980 census. A survey was made by 15 volunteers. They listed each child from birth to 4 yrs. A total of 135 children were counted. It is possible that some people were missed, so the numbers may be higher. This number of 135 calculates to a class size of 33.75 as compared to a current figure of 26.14. This is a total increase of 29.11%. Repeat an actual increase of 29.11% in children coming. These figures do not include any increase due to growth or already planned, increased employment in the area. They include only the actual numbers there now. An anticipated and predictable growth rate will inflate this rate. This headcount shows our school to average 236 students in only 4 years. 236 approaches the 250 number given to you by the Board as a guideline. We request that you evaluate the information, giving it due consideration so as to retain Coburg to meet the near future needs of the community.

GARY HASLIP - Transportation. (Complete test of his remarks given to task force) Summary: 183 current students, 85 walking distance. Those bused are from north, east and west of Coburg. 12 of the 183 come from south of Coburg. Children from north presently on bus for 50 minutes, proposal adds 5.6 net miles and 15 minutes busing time one way for these children. Winter darkness, rain, ice and fog will increase this time. Possible involvement of children in after-school activities, parent travel time, mileage, fuel costs and for some, involvement with school would become impossible. Proposed alternative: Charts show 183 Coburg kids to Eugene will add 364,828 child miles/yr. Additional 11.2 additional miles per day, 1994 additional miles/year for each child. K-5 plan and Coburg open - 72 children will walk. K-6 plan, 85 would walk. Using $,85/child/day busing cost, we figure increased cost of busing children who could walk $10,894./yr. for K-5 and $12,860. for K-6. Increased busing would be costly, and added time on bus is a factor we can't be satisfied with.

JACQUELINE SMITH Configuration. In our view time has come for consideration of a K-8 grade configuration in the Coburg Elementary School. There has not been a need for uniform configuration in our district but rather the opposite, that has allowed reasonable changes such as the 9-12 program that will start at Sheldon next year. A K-8 configuration at Coburg would be possible. Based on information gleaned by attending task force meetings and conversations with Dr. Lindquist, and David Mortimore, the K-5 configuration seems most likely to be used. Under such a program Cal Young would function at or above capacity. A coburg K-8 structure would release approximately 75 students to allow for a projected growth at Cal Young. Other school districts have used a mixed K-5, K-8 configuration most successfully. K-8 programs work well with high school systems that are four years. Average enrollment at Coburg in the past at 190, number being bused to Cal Young (7-8) approximately 50 a year, a K-8 enrollment would bring Coburg up to 240 students averaged annually. Capacity of Coburg being 250. With 240 students, according to David Mortimore, Coburg would have a staff comparable to Harris school with 234 students, with necessary auxillary staffing. Survey of Coburg parents and residents has sown two outstanding areas of concern: the loss of the direct instruction approach to teaching that Coburg is so well-known for across the district as well as busing, which would affect the children and community as a whole. It would deprive the parents and senior citizens of the opportunity of working and playing with the children through school centered activities. Where 2½ buses are used now, 2 buses could be used on a K-8 program. When posed the possible question of closure of our school, people questioned in our survey overwhelmingly opted for K-8.

COBURG SCHOOL

DAVE JONES - Facilities, Factor 4 of the charge. 11 points in criteria, six valid at this time. 6-11 to be considered only after board has validated recommendations on which school should be closed. 1) the nearby schools are approximately 6 miles away and above the district average for school enrollment at present. Open enrollment policy would have negligent impact on Coburg unless some alternative school was added to curriculum. Maintenance costs given to you are one year history and do not accurately reflect the annual maintenance costs. Abnormal costs were included in these figures. Cost figures given are about 4 times reasonable cost estimates for a school of this size. Because of the location, there is almost no alternative use for lease. Only alternative would be to turn it over to the city as a recreation facility and they are not in a position to pay the utility costs let alone a lease fee. Item No. 11, Although there is no legal contract, there is a moral obligation to the people of Coburg because of their consolidation in 1964. Disturbing to the people of Coburg is that in 1980, a new gymnasium costing $250,000.plus was built. Now there is a potential of boarding it up. Summary: Facility is in excellent condition and well-maintained. Our opinion is that it is senseless to close a school 1-story, almost completely fireproof, constructed in stages from 1950 to 1960 and leave open a multi-storied, wood frame school built in the early 1930's, that is an extreme fire hazard.

JIM BOLTON, MAYOR OF COBURG - Community impact (provided Task Force with resolution passed by City of Coburg) Summary - City of Coburg is on record opposed to the proposed closure. The city is understanding of the problems of District 4-J and offers what assistance if any we can supply. The city will undertake an educational program to inform local voters of the importance of the school and school budget program to inform local voters of the importance of the school and school budget elections as they occur in the future. The city has written the State Superintendent of Education for assistance in working with 4-J for the resolution of our mutual problems. (Latter notes city opposition to closing Coburg and asks for information on amicable withdrawal from Dist. 4-J, procedures, elections, arrangements, etc.). We are endeavoring to build a pride in our community and it is not a practical matter to close our school. Open, it is a vibrant educational force in the community, a closed building could only accelerate blight. Figures on Coburg Industrial Park currently 165 people, anticipate an increase of 83 people in the next 5 years and 263 in the next 10 years. It could be assumed that job seekers would live in and around our community. He thanked the task force for the consideration and deliberation of all of these important decisions that have to be made concerning our community (Coburg) and all the schools in surrounding communities.

BRENT RICE - (Copy of his six page presentation distributed to task force) Presented two alternative plans under K-5 and K-6 configurations, meeting 250 criteria. Focus on other major criteria: cost saving "I state clearly and unequivocally that much greater cost savings can be realized by the district by closing Willakenzie and keeping Coburg open." Coburg Plan: 93 Willakenzie students north of Beltline to Coburg. 42 Willakenzie students to Gilham. Remaining 79 students to Meadowlark or Washington. Necessity of busing 42 students to Gilham would be eliminated by moving north boundary of Meadowlark to pick up 42 students for Gilham, allowing 42 students from Willakenzie to walk to Meadowlark. Willakenzie Plan: This is the plan currently under consideration by the task force. Busing 93 Game Farm Village students and those north of the Beltline and 149 Goburg students to Willakenzie. In comparing cost consideration for both plans, four categories were used, staffing, building personnel, excluding custodians, operating and maintenance costs and transportation. An additional category of a possible devaluation of property in the Coburg area was viewed as an additional cost of closing Coburg. The Coburg plan according to Mr. Rich's figures would cost $35,248. per year plus the cost of building and instructional staff. The Willakenzie plan would cost $117,501. plus the same cost of building staff and instructional staff. If the tax revenue loss is disregarded, $61,440., the Coburg Plan provides a net savings to the district of $20,813. Under the K-6 plan: Coburg Plan - 78 students to Coburg, 38 north of Beltline to Gilham, 70 to Meadowlark and 60 to Washington. No child not already being bused would be bused. Willakenzie plan: 183 Coburg students to three schools, 38 to Gilham,65 to Meadowlark, 80 to Willakenzie. 85 students not

presently being bused would be bused. Under K-6, net savings to District of Coburg plan would be $89,379. per year. If tax revenue loss is disregarded, net savings would be $27,939. Disregarding revenue losses, district would save an additional $20,813 under K-5 and $27,939 under K-6 by keeping Coburg open and closing Willakenzie.

DON ANDERSON- Parent and teacher. Lives in far North area of Coburg district. Wife and he both teach in small districts in the area. "I do not want my child riding the bus over an hour each day. Effects would be devasting. Forget about the money and talk about the bodies that are on the bus. Think about riding a bus for an hour, think about your sacroiliac, then think about a first grade child and you have to get to a big city, they are not prepared for that kind ofchaos. I have ridden these buses for years and they are crummy. As a professional I would summarize my position, I think you are making a mistake in busing children for an hour, your body has had it not only your mind is shot. It is a monotonous riding experience, it lulls them into a state of catatonia, almost. Second, how many of you have heard about a voucher system for education? What do you think the impact of a voucher system is going to be if you take the $60 million tax base you have in Coburg and give those people the choice to bring that school back where they want it. If the voucher system goes ahead people will have the opportunity of placing tax money where they see it best fits the needs of their children. Can you afford the tax revenue from $60 million to be pulled out of your budget? And Coburg can do that. Coburg is a rich area. Assume that the voucher system goes thru, in a few years you won't have much savings from closures because you won't have my kid and probably a lot more. You start breaking up these communities and you will force people to support that position. We are going to do just about anything we can dot to make sure our children get an education that is reasonably close to their family. I just don't want my kid going that far. A lot of people when they hear this are going to join me and even the OEA and the NEA isn't going to be able to lobby enough for it, and I will lobby against it.

PAT HORYNA- Head teacher at Evergreen Alternative School.
I could not attend the meeting last night at South. I am going to wear two hats, first as a representative of an alternative school. (Presented letter to the Task Force) She outlined the history of alternative schools over the last seven years. "Uprooting an alternative school has serious consequences. The physical resources of a host school is integrated into the alternative's curriculum. To move an alternative school without taking this into consideration will cheat the students presently attending and greatly weaken the alternative schools ' goals and objectives. While some students come from all parts of the city to alternative schools, most students reside in the neighborhood attendance area. If you move the, you require families to provide transportation to the new site. That creates a nned for self-transportation which was not part of the stipulation when originally choosing the school. If alternative schools are moved outside their attendance area, we would request the district to provide them with transportation to the new site of their alternative school.
With open enrollment and alternative school opportunities the parents, students are guaranteed a choice in their educational pursuits. We urge you to aggressively preserve the principle of choice.
Now for my second hat, as a professional and fromer teacher at Coburg school. The staff at Coburg give their everything to their students, the students at Coburg school get as adequate an education as at Evergreen, Edgewood, Washington or Willagillespie and I urge you to keep that school open. It is the whole heart and soul of that community and those kids.

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DR. LOUG CARNINE, Assoc. Professor of Education, U of O. I am not representing the University officially, but I have worked with the Coburg school for several years and think you need both its educational program and accomplishments of its students and the openness and cooperation of its staff. There is a uniformity of the level of the students, the school and the community in support of excellence in education and committment to those goals. The uniqueness of the program at Coburg is attested to by visitors who have come from Australia, Canada, Japan, Greece and throughout the United States. The school was included recently in a National Science Foundation documentary. Several minutes of the footage showed actual classroom instruction in the Coburg classrooms. In my opinion what goes on in the classroom at Coburg is outstanding. Thank you.

RON BUTLER- Parent and Coburg resident for 37 years. Was in the last graduating class of the Coburg school in 1963. Mainly I want to bring to your attention, and what most people here are saying is that we are part of Dist. 4-J and what we would like to pass on to the School Board are questions that are not covered by the six criteria. One question: Transportation? A six year old either from Coburg or from Willakenzie, what time are they going to have to get up in the morning and what time are they going to get back in the afternoon? Second, Coburg really saw this in 1964, do you have the money set aside in your budget for professional help for the emotional help for these children for any school in Dist. 4-J that will be closed. We saw what happened to our junior high and senior high children in 1964 and 65 and the problems they are still having in 1981. Three, we would like to know what is happening to the letters being sent to the Task Force from Willakenzie and Coburg, are they being read? Are you trying to answer them? You have six points you are dealing with but these other points are just as important, more important than the facts and figures you are trying to reach here. Finally, when are you going to consider these kids? If you don't consider them, you are going to do a great disservice to them and their parents. Figures don't tell you that. Is Dist. 4-J going forward, aren't they interested in community schools? This is what Willakenzie gave you, this is what Coburg gave you, and this is important because community schools are what is the heart of the community and that should be one of the other questions you ask the school board. At Coburg, we have seen this, we survived but I would not want any of you to see the numbers or the figures of thedrop-outs and the hardships,the emotional problems that came out of Coburg when we lost our junior high and high school. If any school should have to be bused to another district, I would hope you pass on to the school board that it is real important that in the last quarter of 1982, you would get the kids real familiar with the new school. We hope it is not Willakenzie, we hope it is not Coburg, but if it is, we want money spent on preparing our children for this transfer. It is hard, darn hard. We as a community have seen it.

DAVE WOODRUFF- Administrator in Bethel School Dist. , resident of Coburg.
I would like to use your map with the circles to show something to this group. Looking at this map, nearly every one of those circles is based on a high density population where nearly every one of your students is coming from an area of residential housing. I suspect that because Eugene is predominately represented by the circles of high density population, a lot of the guidelines developed were based upon high density. I would ask what would happen if you took those circles down the valley and you did not have high density but a lot of little towns and a lot of farms. Coburg and my area are not represented by those circles, it is predominately agricultural. I Don't think you have guidelines that fit everything, you have guidelines that fit most of the kids in Eugene but they don't fit when you get out in the country. In smaller communities , you would have to look at other criteria, numbers for instance don't mean the same thing if you are going 15 miles or you are walking three blocks. My plea to this committee is that you take into consideration a unique geographical area. Perhaps there are other areas in Eugene that fit this rural area question, I don't know, but I really believe this particular area needs to be maintained.

SCHOOL CLOSURE TASK FORCE
Public Hearings - Churchill High School

ADAMS SCHOOL
John Humbert-President Adams P.T.A. (Handout to task force)
I speak for the parents at Adams school. We arepleased with the direc-ions of the task force to date. Both the K-5 and K-6 configurations have recommended that Adams remain as a functioning neighborhood school. Our letter of 3/30/81 states our views and position on closure of our school. We believe your decisions have been based on economics, facility, condition, location, safety, program, parent/school involvment, neighborhood growth, staff and central location to accept students. These documents serve to reinforce recommendation to continue the operation of Adams as a neighborhood school. The closure of other schools will allow for transfer of those students to Adams. The additional students combined with expected superintendent transfers will bring Adams enrollment to near capacity and allow for an excellent centrally located neighborhood school to continue to provide it's high quality of education. We are proud of our prior performance in education and operation. We urge you to recommend to the school board that Adams be allowed to continue as a neighborhood school.

Donna Vickroy - Chairperson Adams Advisory Council- Parent.
Speaking as parent. Have attended all meetings of the task force, have all our data and acquired other data as well. Have studied data and concluded in some areas consolidation needs to be made. However, due to volumes of data, I feel you should urge school board to allow more time to make sound recommendations. I not only feel that the time-line is too short but also charge extremely restrictive. There could be other alternatives other than school closures that could result in cost savings to the district. It seems to me that because you are serving as representatives of the public and 4-J patrons, that you have a responsibility to go to the school board and say we don't have enough time to make sound decisions. Thank you.

Greg Osborn- Parent and professional educator-teacher in Dist. 69
Thanks for keeping Adams open, but feel for those others at Westmoreland, Magladry or any of the other schools that you may have to close. I think I am speaking for a numberof parents and educators that would say that you haven't been working with a full deck of 52 cards. I think there are a number of places that this district could make cuts. You have been given a very limited area to work with but there are many areas in this district where cuts could be made, and keep schools open. I am a strong believer in the small neighborhood school concept. That is one of the reasons we chose Adams and bought a house in that area. Any students coming to Adams will be ahppy because they have a good staff and it's a good school. There are 28 students in my daughter's class, how many more will that jam in there? You'll send the alternative school someplace else and those other parents will suffer. I think you haven't been working with a full deck of cards. You have been deliberately only dished out about 25. You will serve that back to the board but I think they could turn around and look at some areas to cut. Being an educator I know some areas that could be cut back, it will be tight for us as educators but we have to do that. Thank you for all the hard work and long hours. I view your proceedings in the media and read about it but the board has to look at other areas to cut and hope that the board will keep open what elementary schools they can for a good sound education.

STELLA MAGLADRY SCHOOL

Sherry Warren- Parent. Each school in the district has unique qualities of their own. One of Stella Magladry's qualities is its size and it is its small size that bring other unique contribtuions. Students all know each other. It is not uncommon to find an older student working with yournger students, so there is very little agression from one group to another. Talking to a parent who has coached children from other areas, he found that Magladry has themost cooperative Kids with their peer groups. He feels that this is because they have the opportunity to interact at at a deeper level with their peers because there arefewer at the school. There are minimal disipline problems. S.M. is a very simple straightforward type of school.The authority chain of command there is very simple, easy for the kids to understand. We keep hearing that the closing of schools is for our children's education. Lets look at their education. S.M. academic level is high, in fact none of the schools on the closure list has an academic level below the national average. Somehow 250 seems to be the number drawn that makes education at its best. It seems schools should be evaluated at academic performance not with how many bodies attend. I realize that this is not supposed to concern the task force but should be said to the board, but they do not listen to us. When there was a meeting with parents and school board and questions were raised, we were told by a school board member that she was not concerned about parents' feelings but with the education of children. I say we aremore concerned with our own children's education than the school board is. We see our children growing from the moment of birth and it is exciting to see them grasp a new idea or concept and yet we are being treated as tho we are selfish and do not know what is best for our own children. I being selfish is wanting for our children what has proven to be an excellent program; of wanting four our younger children what our olderchildren received and have greatly benefited from; of not wanting them bused from neighborhood schools, and in some cases the only school for miles closed; then I plead guilty. And what of the school itself? Stella Magladry was willed to the district to be used as a school. If it is not used as a school, it will revert back to the heir's estate. What a shame to lose a school that is carrying its own weight. The cost of the school is minimal compared to the other schools in the district and gives breathing space for the growing Churchill area. How can the district afford to lose it by closing it when it received it clear of expenses? What of the expenses? We have been told by the school board that the district cannot afford to supply the staff for smaller schools in order to provide for the state requirements for elementary education. (She then read the state requirements from the manual) Magladry has all of these, plus art, music, a kindergarten program, a nurse, a hearing & string specialist and a special help teacher. It is true we don't have a librarian, or a counselor. But what are the state requirments in these areas. "Districts arerequired to provide in each school an organized media center with materials and equipment supervised by appropriate certificated personnel. Staffing by media personnel is preferred but not required. While it is desireable to have a certificated media personnel or specialist assigned to each school, it is recognized that this may not always be possible because of school size and availability of resources." As for counseling, the district set its own standard and goals for the program. At this time, Mr. Murphy, the principal is acting as a counselor. The state requirements arevery broad, they give the school district an opportunity to make the decisions about the school district's educational program. If one finds that the state requirements can't be met then the school district may petition the state

superintendent for a waiver of that specific standard. The district's policies arenot written in stone, these can be changedif a school wants to do without a certain program, they should be able to, if it doesn't interfere with the staterequirements. The district must take into consideration the special factors surrounding each school's location, size and its particular program. They msut not lump all the schools into one large generalization. Apparently, it is the feeling of the task force that they do exactly what the school board has instructed them to do but data and assumptions have been questioned by many and itseems to me that any prudent and responsible individual would do likewise. If not, the purpose of the task force is meaningless, and they are merely a puppet of the school board. Why isn't the task force trying to do anything but close down schools? Even tho in some areas, it seems irresponsible to close them? Some one needs to make the school board realize that the public needs education as to the reasons this has been brought about and that there must be other alternatives found. The people have the right to vote for these alternatives. In taking this job you assumed the responsibility for all these children in the district and to have your minds set on one course of action seems wrong. Yes, we are lacking in funds but we haven't needed to close them before, other ways have been found, we need to find those ways now, and setting your minds on one course, closing schools is not the way. Thank you for listening to me.

Sharon Parsons- Second grade teacher at Magladry (letter from staff given to task force and board) Summary: These are our concerns: We areaware of the need expressed by the board and the district to cut costs and establish equitable programs throughout the district. The figure of 250 students minimum is a "Catch 22" as far as Magladry is concerned. Our school could not operate with 250 students in 7 classrooms. However, this does not mean that an equitable program has not been available. An equitable program means that the needs of each child are met. Baseed on this premises our children have successfully completed dist. programs, exceeding testing standards in all academic areas. We have library, music, P.E. art, outdoor experiences and other opportunities provided to schools of larger enrollment. Meeting students' needs does not have to mean many auxillary personell, conversely it does not mean many auxillary personell met the needs of students. It appears that alternative schools need not meet the criteria established by the board, it is our opinion that Magladry has operated as an alternative school for many years. Our program is sustained by the continued efforts of a united staff in spite of bldg. principal changes that have occurred on an average of 1 every 2 yrs. over a 7 yr. period and 1 every 3 yrs. over a 15 yr. period. An interest in the excellence of teaching combined with the strength of parental support have helped to maintain the strong program existing at Magladry. When you consider student needs, look carefully at excellent programs already existing. Changes should take place only if programs will improve and the students will be better served. Are you surethis will occur if Magladry is closed?

Jean McClennan- Teacher at Magladry. We have been done in and no one comes to see what we have done and we are doing. The magic number 250 does not insure quality education. Although we do not have a counselor, a reading specialist or a media specialist, we use teacher strength in order to meet these needs. Sharon Parson has a standard norm in Reading Specialty, so we go to her for help, Brent Boulder & Paul Murphy help us with counseling and building up children's confidence and I have an MLS in Library Science so I'm assisting doing that working with the 1st, 2nd and I have a committment for the kindergarten coming up next month. Our staff is small but cooperative. We make decisions together and we abide by them. They are consistent. The children know where we

stand. Our building is not in bad shape because the dist. just finished putting a lovely bathroom in the gym area and we have a beautiful ramp if we ever have handicapped students. I hope you will consider the whole picture and not just a magic number of 250. Thank you.

Willaim Powell- Parent Magladry.
I could get into the emotional impact of any kind of proposed closure but I will attempt to avoid that this evening. What I have are some questions as well as statistics that I would like for you to consider. I recognize that your task is involved not only in the closure of schools but also the possibility of brining about the hardship of unemployment, basic disruption of a given community as well as certain emotional impact on certain individuals. However, I would like to speak in defense of Magladry and the 8 other elementary schools now under proposed closure. Allow me to talk aboutsome statistics with some questions for you. For example, (from Lane Cty. Vital Records) today there were 48 births as compared with a daily average of 10 births. You might think this coincidental but let me give you birth statistics for 1978-81: 1978 3,638; 79-3,991; 80-4480; 1981 We were told we would have a decline to approx. 4000 but by the 3rd quarter, which we arenow in, we are at 83% of that number, meaning that by the end of July we will be far and above even the 4400 we had in 1980. The point being that if this is true and our birth rate is up as substantially as almost 3-4%, then what we are looking at is not a decline as has been suggested but an increase by the year 1985-86. This raises a serious question: 1) what safeguards have been initiated to protect the child-teacher relationship under the arbitrary proposal of closure, so that teachers won't become so insecure about their instructional status and/or job security as to erode their performance levels whereby it could bringabout long range pysocological and emotional effects on our children? 2) with projected increases cited above, have you considered what the cost effects might be in regards to the reconstruction or re-activation of the current facilities? Over the next five years providing that inflation and our birth rate remain stabel and does not increase in relationship to the 5-10%,(Note I have said 5 yrs because those statistics are based on five years), because we are talking about a projected 5 yr. growth that could swell our classrooms past the 18.4-1 student ratio minimum by 1986 and not what has been proposed by 1990 or even the years to follow. 3) Why has there not been a feasibility study? I have not as yet seen a feasibility study presented to us? I ask, don't you feel the taxpayers should get a full explanation about what they feel so strongly about in regard to our children's education Perhaps the current situation comes out of what I consider to be short term crisis management which would suggest that the whole process be allowed to be slowed down immediately and long range planning be implemented, which would allow parent and public study of such a plan. (4) Should parents acquiesce to the magic number of 250? I would suggest the answer is is no! Each school has its own unique character, making it necessary to evaluate the school on an individual basis. This short term crisis management decision will not be saving us in the short run for long and certainly not in the long run at all. I would propose a way in which one could possibly save the schools from closure, although the details have not been worked out, that a referendum be considered and voted on by parents. This referendum would allow parents within a given area to simply vote on paying out whatever additional costs might exist in order to keep the school from closing and would offset any amount of money that the district feels it would have to put into those schools. Those areas that could not afford the money to back their schools, that the savings we have created simply go into these particular schools. To summarize,

what I am saying 1) the task force is moving much too quickly and suggest we just slow the process down, consider my proposed referendum and before we do anything simply bring out why it is that the schools should be closed, particularly under what I consider short term crisis management. Realizing that to open or to expand schools in the near future would probably come to a point of costing us a prohibitive amount of money.

TRADITIONAL ALTERNATIVE SCHOOL

John Hartz- Steering Committee- Traditional Alternative School
I want to make sure my assumptions arecorrect: assumption #1- K-5 T/A would remain at Adams; #2- K-6, T/A would move to Westmoreland. Third assumption I have is task force has to deliver a product to school board and that product is some recommendations about school closures. Spend one second on that assumption ofdelivering a product. I believe that you have to respond to the guidelines that were put out but also have responsibility to have at the end of that response a caution that the community is loudly telling you that you are moving too fast. Adams T/A is approximately 100 students made up of a cross-section of all races, all ethnic groups, some very bright, some not so bright students. Important factors of Adams T/A is that T/A was started by parents not satisfied how 4-J were running -- you need to know that over the last 5 yrs. 90% of students scored above the 4-J norm in reading, math, writing and spelling. Word of warning, his phone and others' phones ringing off wall- that number of 100 for T/A might be coming to the board with 250 students looking for their own bldg. Parents are saying if they close our school, and I have to ransport my children elsewhere, I am going to T/A because I have heard of the results that you get. Ouralternative school provides young people for what the real world is all about. We teach them how to read, to write, to spell and do mathematics. It is not the old hickory stick, tho. My children do homework, that is what this school is all about. Because of the special nature of our school, I want to talk about the move to Westmoreland. An important situation exists at Adams, that is the interface with the faculty and parents of children at Adams in T/A. Principal knows about that interface. T/A parents interview teachers to be hired, parents write their own policies for the school, parents hold teachers responsible, parents hold faculty responsible for getting homework done. Likewise parents areheld responsible. Failure to do those things you have contracted to do at the befinning of the year is dismissal from the school. Unusual situation and not every school would want that kind of interaction going on. Faculties at T/A and Adams get along very well. One of the reasons for this task force is inefficiency. You want to look at efficiency, look at our school. We don't have counselors, we don't need them, that is the job of the principal or teacher and if they can't do the job, that's the time for interface with parent, teacher and principal. Don't have frills, don't need them but we are constantly producing students that are above 4-J norms. Not satisfied with 4-J norms. Important that we think about his first remarks. Meet your task, then annotate at bottom, what people are telling you. Mr. Robinette says, don't tell the task force, tellthe school board, I'm not so sure the school board will listen.
Larry Lewin- Teacher Traditional Alternative School
We urge you to ask school board to keep t/A at Adams. Five reasons: 1) teachers are confortable, been there for 5 yrs. and succeding in this environment; 2) two programs have compatible programs- both schools have same philosophy, similar discipline procedures, staff relationships good- compatibility essential for success of T/A; 3) principal - current one has worked to keep both schools functioning, new principal has experience

working with two programs and this is important; 4) satisfied with physical setting, need 5 classrooms next to each other; 5) the difficulties of starting program in new building. Conclusion: teachers desire T/A to continue program at Adams.

Kay Rau- Parent Traditional Alternative
Thank you for changing recommendation of sending T/A to River Rd and putting us back at Adams. Why Adams is more suitable for T/A: accessible from any part of town, South and Churchill students would have difficulty getting to River Road. Biggest problem getting across railroad tracks and taking overpass probably 10 miles out of way. Not possible for children riding LTD to make as easy a transfer as presently. Adams gives us parking space to pick up and dleiver students. Also have availability of Friendly St. Church of God when necessary. Parents and teachers work hard to meet and exceed district goals. Adams program similar, which makes us want to stay in Adams building.

Elizabeth Cooksey- Parent Traditional Alternative School
Pleased that neighborhood school houses T/A. Husband and I teaching fellows at University and aware of need for quality basic education Placed child at T/A for that reason. She is receiving a sound basic education while enjoying the social and community benefits of going to school in her neighborhood. Can use free time on worthwile pursuits rather than wasting it on transportation to and from school. Friends are neighborhood children who attend this school. Bough house to have child attend this school.Uprooting families who have chosen to live near T/A school by forcing them to commute to other schools is unwarranted considering satisfaction T/A parents have expressed with location at Adams.

Ron Kneisly- Chiarman of Steering Committee at T/A
Information I have concerns where children at T/A reside: 28- 1 mi. radius of Adams; 1-2 miles 16 or 20%; 2-3mi. 15 or 20%; beyond 3Mi-11. School near arterials, easy access for thos who come further. No commuting problems. Lot of cars at T/A, half come by car, 30-40 cars each day. Take advantage of parking situation at Adams, easy access and egress for parents. Geographically hard to find better situation. Summary: Compatible with Admas staff, and students, kids have learned how to get along with one another; new principal well qualified to deal with two schools in one bldg.; resources located at Admas, put "our stamp" on T/A section of adams; parents and students familiar with neighborhood; like physical separation from Adams regualr program; like quiet corridors; program depends on maintaining program established over period of time. Any attempt to move program will disturb relationships we have worked to establish. Please take special needs into consideration.

WESTMORELAND
Judy Haines- Business and Professional Woman- Wife and Mother
Concerned parent of Westmoreland. We feel it is important to understand this is directed at school board, not task force. Formidable task for this group but the school board will make decision. Hope they are aware of public input and stand on issues. Expressing concerns of Westmoreland, which are the same as others of district facing closure, as well as those who are not. Economic implication of closures, factors and impact on community which concern us all. Have heard of inadequate education and underutilized schools. Do not feel school is underutilized and wonder if adequate education should be primary concern or is excellence we now have really the No. 1 priority. We question authority of board in school closure, are they necessary or is it arbitrary decision? Fact that alternatives have not been explored, question why closures is only

criteria being considered. Feel lack of public imput being allowed. No recognition of public feelings or reactions as to what the public is saying by those in power or those who will ultimately make decisions. Only imput is that economics are not being considered by public and public outcry based on emotion. Nothing could be further from truth. We are very rational, controlled and making an attempt to display reason and logic. Don't feel consideration has been given to long range planning and to far-reaching effects on children and community. No correlation between urban planning and school closures. Is the board attempting to promote a move from city neighborhoods? Promote urban sprawl? School closures will save money- we seriously question that statement. Wonder whether closures will save or cost us money in near future. Potential cost of closures will diminish possible initial savings. Could in fact cost community a great deal of money. Feel too little time being allowed to reach decisons that will have far reaching effects on most valuable asset, our children. Feel that children are being traded for dollar signs. Dollars expended for best possible and most easilty accessible education can only increase wealth of community, state and nation. If we provide for them, the best possible education and do not consider their safety and well-being in doing so, we have certainly diminished our most precious asset.

Jo Pallin- Parent- Taxpayer- Business Associate of area
Wants to share information and concerns of parents of Westmoreland, someunique to that school but some ture of all schools in 4-J. Westmoreland ahs large amount of cultural integration with students from diverse parts of the world. Feel that daily contact and mixing of these groups not only desireable aspect socially but a learning situation for all. On behalf of university housing, Kimberly York, Pres. of Tenants Council has urged school task force to consider the following: the proximity of Westmoreland to university housing allows 192 students access to a school which does not necessitate the crossing of a major arterial, the single level structure poses no safety hazard to children and renders it accessible to handicapped; offers open and weather protected outside exercise areas and has recenlty added new school library along with other remodeling efforts makes it in good repair throughout. The council sent letter and circulating petition against Westmoreland closure. Parents and others presently researching playground and parking improvenents, landscaping and beautificiation programs and signs to mark entry for better visibility to improve and update our school. The bldg.is importantfor community purposes, is used year round by groups other than students and Title I program. Community service room, gym and playground used by various service groups. Latch Key running at max. capacity of 30 kids. Groups show high motivation for public use although Westmoreland is not community school. Would these services be available to adults and children if school is closed? With one/half of all students concentrated in 4 block area around Westmoreland, it would creat definite hardship for children and community to close this school. We and other parents of schools marked for closures are asking school board: are you ready to take responsibility for children by sending them further on possibly hazardous routes? Alternative to be used by some of our children is Amazon bike path, would have to cross Garfield and Chambers, two major arterials on bike path with no lights or cross walk markings, plus one on curve by busy shopping center. Additionall, twohealth hazards: greater distance exposed to weather with no cover; possibly resutling in colds or other illness; no restraints for direct contact to slough. At Garfield bike path drops under street, during heavy rains tends to be flooded, alternative route is not marked and some children cannot read directions. Tall grass at certain times of

yearmake for potentially dangerous areas where small inquizative minds will be tempted to explore. No helped by justified fears of rising crime situation, many bike paths have limited visibility and most children would not have adult supervision going to and from school. Do Not believe it worthwhile effort to save tax dollars to close schools and turn around and spend same dollars in rising fuel costs, to keep children safe. It is harder to imagine kindergarten and elementary children on public buses with no adult supervision.

Judy Tetz, Parent
Deep concern about proposed tax savings - am concerned about a minimum savings of $10.84 based on facts given by dist. staff (based on $50,000. home) . $10.84 can't purchase gas to allow child to participate in community activities presently enjoying. Closing schools under consideration will bring down the quality of education children are used to in schools we now have. We have fought for years to get schools and classes down to a size that children have individual concerns addressed by teachers. teacher's aides and principals, counselors in each school. Will give you some financial information for rebuilding or re-opening the schools now targeted to close. Westmoreland, e.g. for reconstructing or remodeling (not rebuilding) or breaking ground or purchasing land: est. cost $1,282,000. to replace 17 classrooms, not including offices, library, or recreational centers or staff lounge. Have also discovered that zone changes costing $2,500,000 for land per school , would cost $24M for land to build new schools on. My question: would my $10.84 per year be saved? Cost figures are simple financial obligations that don't include emotional feelings - emotions can't be measured, if they could this room would float. Closing down a school because of a few empty classrooms is like closing my home because I have a spare bedroom or closing my business because I have a spare storage rom that I have for anticipated growth. Eugene is growing at least 7% per year-certainly a large portion will bring children with them. 22% in Westmoreland area are children between 0-4, every one of those children in the next 3-7 yers. will be in school. Have heard from every school being considered, they don't want overcrowded classrooms, neither does Westmoreland, please give it a thought.

Ron Leach- Parent- Business owner in community
I have yet to have seen a more graphic example of division of the community than seeing here and in past coupo e of meetings. Concerned as businessman and parent. Each school is concerned for its children, for their safety and education and we are all here trying to defend ourselves. Appalled that we have to do that. Westmoreland's problems are same as Adams, T/A, Magladry, South High, doesn't matter where, concerns are all the same. Who wants the schools closed? My child will cross Chambers and Garfield. You say safety will be considered but don't see any problems with a 6 yr old crossing Garfield and Chambers, try walking across at 8 A.M. Most concerns and plans for everything in this community are required to file impact statements, but not schools? How about the impact on the property values in areas where schools will be closed? Editorials suggest that task force and public being railroaded into making decisions. You are asked to consider alternatives, make careful selections and ask us in 12 hours to tell you why schools should not be closed. You can continue to operate hearings on survival basis but you have power to insist you have more time, be allowed to consider other alternatives. Consider U of O report on 22% population growth, call LCDC for replacement costs, these should be considered. I have concern for community being divided over closures, want you to consider quality

education, community service rooms, neighborhood aspects but have not received feed back, not only tonite but at all public hearings, not heard from school board ..... so my final alternative is a message to the school board, just as school boards are voted in, so can they be recalled!

Kimberly York, Pres. Westmoreland Tenant Council
My letter was quoted before, in additiona would emphasize the children of university students occupy primarily kindergarten thru 3rd grade, grades not ameanible to crossing major arterials to go to a different school. In addition many students from foreign countries, they already have had to adapt to difficulty of commuting tc a new country, to now ask them to travel far from hom, crossing busy streets, can cause confusion and anxiety totally unnecessary if you simply retain the school next door to their home. Have petition asking task force not to recommend closing of Westmoreland but to recommend instead that the school board use creative intelligence to come up with viable alternative that will benefit children rather than punish them.

Helen Jenkins- Westmoreland parent
I noticed that the task force seemed very angry with what that man had to say, some seemed indifferent- I don't know why. I you close schools, it is not going to be the basis of safety for kids, cause more hardships for everyone, but is also going to affect you too, because you are calling the shots. Not fair. My children going to a new school are not going to get the attention they need, not get their work done, not learn their work and do it right, how will they become good citizens? Do you want your kids to be dummies, I don't. I want my children to go to Westmoreland- had previous problems with older child in Patterson- problems with previous principal, and staff- so transferred to Westmoreland-- problems ended. Principal is caring, please consider keeping all the schools open. Going to have more problems later if you don't. No sense you getting angry, think of our kids.

Art Erickson- Taxpayer
Have heard some emotional things and know each parent wants child to go to school in own area but Eugene 4-J has excellent transportation system. Have not had casualties and no accidents with buses. Children more handicapped than most of yours ride from far sections of city to transfer at the bus garage and they manage. Your average child can cope better than these other. I feel sorry for those emotionally and physically handicapped children and yet they do it and cope beautifully. I feel you have a big task ahead of you and speak as one of those who feel we have to same some money somewhere.

Thank you all for coming. I assure you we are listening, we will take what you have to say into account. Thank you.

SCHOOL CLOSURE TASK FORCE
Public Hearings-North Eugene High School

SANTA CLARA SCHOOL
John Huenink, Spokesman- Santa Clara P.T.A.
Complete text of presentation as well as exhibits, which were presented as slides, given to task force.
Summary: No survey can represent all opinions. No single spokesmand can provide you with allthe data you may need to reach your decison. We have attempted to provide you with some alternatives and some rationale and some data which we believe supports our position. We have not dealt with issues beyond the scope of your charge as a task force --- issues such as personnel, curricula, or educational philosophies. We understand those issues to be the responsibilities of Dist. 4-J school board alone. We have attempted to present our case with reason and without undue emotionalism. We believe your careful study of the data provided to you will lead you to the conclusion of the original recommendation proposed by Mike Brott-- that Santa Clara should remain open. We believe you have not considered all aspects of the safety issue, inappropriately considered the age and condition of the facilities and not fully considered the alternatives we have suggested tonight. (Alternatives suggested: 1) Close no schools in North region or 2) Close Silver Lea: Return 65 students to Santa Clara presently bused to Silver Lea, add 202 Silver Lea students to Howard, add 120 Howard students to River Rd.-Moving 322 students involving 4 schools. Present proposal involves moving 373 students and all six North region schools are involved.) We would be delighted to speak with you in more detail about any information presented. There are many Santa Clara people here this evening -- and although we may have different points to emphasize and different ways of expressing them, we all agree in this: Santa Clara should not be closed!

SILVER LEA SCHOOL
Leona Neef- Parent
Silver Lea is a nice school bldg. in a quiet area without all the traffic annd noise from River Rd. There are two separate schools in the Silver Lea building which work together. We have the convenient use of the high school facilities and interaction of resources from the high school. This area is a neighborhood of single family residents more likely to have families with children because they can afford to live here. It would seem to me that the enrollment would not be declining. We moved here in 1971, Eugene's population was only 70,000, now it is 100,000, hard to understand with that increase in population why enrollment is fast declining. My children are getting a good education at Silver Lea, have never heard anything but good things about Silver Lea. Has the school board given parents an alternative to closing schools and how do they know we would not be interested? Regarding the presentation by Santa Clara school, they failed to mention if the school was free from the noise on River Rd. I have been told by Santa Clara parents that noise from River Rd. was bothering students. I was wondering about that.

Ted Neef- Parent Silver Lea
Am against closing Silver Lea or any of the other schools in 4-J. I too would like to know what the alternatives to closing schools are. I think the school board is merely shooting from the hip, they have not really studied the issue. I do not know what is magical about 250 students getting a better education. How can a child get a more

quality education by jamming more children in a classroom? All my life I have heard just the opposite, how come all of a sudden, it is turned around? How can busing more students be economical? Have you noticed the price of fuel lately? What do you think the price of fuel will be in the next few years? What will be the impact on the children who have been displaced when the school is closed? For many children, it is a very traumatic experience when they have to transfer from one school to another. Has the school dist. considered saving a few pennies over what is better for children, Ithink not. In the 10 yrs., I have lives in this area, there has been constant turmoil in Dist. 4-J, personally I am convinced that the people on the school board are incapable of running the school diatrict.

George Westergaard - Santa Clara parent
I am not in favor of closing any school but am here as Santa Clara parent. My concern, after seeing data and arguments, is sacrificing programs to save neighborhood schools may be a good thing. I was concerned when my child who could walk to S.C. had to be bused. That concerned me first but doesn't anymore. She is getting a great deal from Santa Clara program and would suspect that amajority of children who got to neighborhood schools have more to gain from those programs even tho they might have to sacrifice some curricular offerings than they have to lose by consolidating programs.

Judy Beard Silver Lea Parent
Silver Lea has two schools, I have two children in regular school and one in Corridor School. All three are receiving an excellent education. I think directly or indirectly all of us choose the schools that we want our children to attend. The first questions we ask when selecting housing is "tell me about the schools, how far is the school, may I talk to other parents, so I know what kind of school situation it is, what kind of philosophy are we dealing with, doe it agree with my philosophy of education?" When we chose to live in the River Road area, our first house was in the Santa Clar area, a lovely house and neighborhood, had heard good things about the school but we didn't want our child to have to walk down a busy street and cross River Road. So we moved and chose to come to Silver Lea where our children simply have to cross the street to school. Living across the street from Silver Lea, I am aware there is traffice from the high school. It has not been a horrendous problem and I do not believe it is a problem having a high school that close to the elementary school. I appreciatethe efforts the Santa Clara people have put in tonight, it is very impressive, and I agree there should be not closures. No one wants their school closed. Those of us who have followed very closely your meetings felt Silver Lea was not threatened, there was not going to be a problem with Silver Lea being closed. We are not prepared as a group and would ask if this is going to be considered, you would allow us to get our act together and speak to you at a later date.

Thomas Sims - River Road Resident and taxpayer.
I am like most of the people here and most of the people in 4-J, I am apathetic and sit on my duff until something bothers me and then I come out and scream. Presentation made by gentleman from Santa Clara was one of the finest presentations made at any meeting of patrons and parents of 4-J. I did not come to make acomment for any school but after watching the presentation, can only agree as a 20 yr. resident of River Rd., that there are natural barriers. The Belt Line and the overpass is a barrier, especially for students in elementary grades. It's a

long way from Santa Clara north to the next grade school. Walking or bused they would have a long way to go to the school north of Santa Clara. From the Belt Line south to Howard, most of the children would be on the west side of RiverRd., again it would not be far for anyone unless they were handicapped. My opinion is that of the six schools in the North region, if you have to close one school, it should be Silver Lea. You can't close River Road because of the tremendous gap between Whiteaker school and Howard. We have become a nation of convenience, but maybe times have changed and in days of declining enrollment and declining dollars, maybe we need to llok, maybe kids can walk a little further or ride a bus. Just because you consolidate schools, programs don't have to falter. Just because you have a combined school doesn't mean you will lose the program, like Corridor, that you have now. At this time, we need to be concerned about the quality of education at the best price. We have asked schools to be everything for the community and unless we get back into an affluent economy, do we, you and me, want to pay for all these extras. We have been paying -- and people are saying no to this and no to that, unless, it effect them. We have to be realistic and get away from emotionalism, and if we don't get the same quality of education inthe consolidated school that we had in two schools -- then we go see the board. Quality of education is the most important things, not where the school is, not the nighttime activities, not the beautification projects. About 4 yrs. ago, because the door was shut on us, the board wouldn't listen to us, we couldn't get anyone to listen to us, I was part of a group who got involved in a very unpleasant task. (recall of theboard). If wehad the attitude then from the board that the current board has displayed in establishing this task force, our results may have been the same but the task would not have been nearly as unpleasant for all people involved. I came tonight because I was disturbed to read the papers, see theTV reports, see the folks in the paper, on TV who are attacking the task force, almost personally. All the people need to know that the school board could have arbitrarily said this school will close or that school will close but the board wanted citizen involvement in the need to provide a quality program in the economic situation we are in today. If you really do your homework, they have been talking about it for a long time, but like most, we didn't go ask, hey, what are you talking about? No. The board appointed this group of people, didn't ask them to make a decision, just to study which schools, evaluate them and make recommendations to the board. They are doing the job asked of the, don't attack them personally. If you don't like what they do, you will have a chance to go to the board later. Also, just remember we all want all the schools open but do we want to pay for it? I hope the people will back off and look closely at the information that relates to specific costs. We, in this lovely section of town, need to be examples to the rest of town and show them we can handle this question realisticly and without emotion. Schools were supposed to educate kids, so now schools have become the community centers for all the educational needs of the community, economics have told us we have to pull back a bit. Maybe later we can reclaim some of our programs and buildings when times get better, and the need is there. Just wanted you to know some people do appreciate your time and efforts.

Sue Hadley- Question: The current tax measure that will come before us in Lane county this year, if it passes will the district still be considering closure? Robinette answered: The budget to go before the voters in June will be for next year and will havenothing to do with the consideration of closures. That will come in the following year's budget.

Mike Morris

I hope after the task force has considered all the figures and data of closing schools versus the cost of transporting students, half-staff in one school and half time staff in another school andall those things, think about this. When the task force began we were talking about closing one-half of the junior highs, other alternatives close various grade schools. I would like to submit that in the classroom situation in an elementary school, you usually have teachers with students most of the day; with some special programs to meet special needs. Most of these can be dealt with on a part-time basis problems don't keep them busy all day, you could transport one person to another school for the rest of the day. Lot easier to transport one person than all these kids. You get a lot more work out of a part-time person and maybe could put more people to work who are not working now. I only hope that if we get to a closure situation, you will evaluate very carefully the economics of purchasing buses and operating those buses to transport kids. I think the ideal situation is to have a grade school close enough for kids to walk, jr. highs close enough for students to ride a bike and a high school in the same situation. Thenno one would be to be bused anywhere. Would also be best for taxpayer who has to buy the buses and fuel. Main point, lets look at all alternatives, not just closure. Maybe just close part of a facility, doesn't have to have 250 students in it. First speaker tonight gave you evidence to show that only 1 school in this region has a samll enrollment. Maybe we have some time to go in this area before we get to the same situation as in other parts of the city, where numbers of students and occupancy rates are much lower.

Thank you all for coming.

A P P E N D I X B

Task Force
Data Sheets

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PROJECTED ENROLLMENT FOR 1981-82
(Summary and By-Building)

Grade	Actual Enrollment September 30, 1980	Projected Enrollment 1981-82
K	1,172 (586 FTE*)	1,264 (632 FTE)
1	1,295	1,290
2	1,307	1,278
3	1,370	1,289
4	1,470	1,367
5	1,646	1,440
6	1,565	1,650
Elementary Sub Total	9,825 (9,239 FTE)	9,578 (8,946 FTE)
7	1,435	1,568
8	1,435	1,416
9	1,366	1,389
Junior High Sub Total	4,236	4,373
10	1,451	1,385
11	1,454	1,333
12	1,310	1,289
Senior High Sub Total	4,215	4,007
Self-Contained Special Education Programs**		
Elementary	152	213
Junior High	56	70
Senior High	36	47
Special Programs Sub Total	244	330
Recap		
Elementary (K-6)	9,825 (9,239 FTE)	9,578 (8,946 FTE)
Junior High School (7-9)	4,236	4,373
Senior High School (10-12)	4,215	4,007
Sub Total	18,276 (17,690 FTE)	17,958 (17,326 FTE)
Self Contained Special Programs	244	330
GRAND TOTAL	18,520 (17,934 FTE)	18,288 (17,656 FTE)

* FTE means full time equivalent
** See reverse side for detailed listing of these groups

Prepared by:
Charles E. Stephens
Research Specialist
(October, 1980)

B-1

PROJECTED ELEMENTARY ENROLLMENTS FOR 1981-82

(K - 5)

38

	K	1	2	3	4	5	Total	FTE
Churchill Region								
Adams	50	49	37	34	52	48	270	245
Trad. Alt.	--	18	16	15	21	26	96	96
Bailey Hill	52	53	56	51	50	69	331	305
Crest Drive	48	42	43	40	46	45	264	240
McCornack	68	73	69	67	64	80	421	387
Magladry	14	15	15	18	23	24	109	102
Patterson	38	37	42	50	37	38	242	223
Twin Oaks	34	32	34	36	35	29	200	183
Westmoreland	42	44	43	45	32	31	237	216
TOTAL	346	363	355	356	360	390	2170	1997
North Region								
Awbrey Park	70	69	65	73	77	80	434	399
Howard	54	53	56	52	67	64	346	319
River Road	38	40	44	41	49	54	266	247
Santa Clara	42	42	52	41	59	57	293	272
Silver Lea	40	38	54	47	48	60	287	267
Spring Creek	50	49	48	55	52	58	312	287
TOTAL	294	291	319	309	352	373	1938	1791
Sheldon Region								
Coburg	22	28	30	28	27	25	160	149
Gilham	42	43	35	39	30	40	229	208
Meadow Lark	70	72	55	53	65	68	383	348
Washington	68	64	55	66	62	71	386	352
Willagillespie	68	60	65	61	65	63	382	348
Willakenzie	44	45	36	40	36	35	236	214
TOTAL	314	312	276	287	285	302	1776	1619
South Region								
Condon	48	24	20	10	13	18	133	109
M. Arts	--	22	21	25	22	16	106	106
Dunn	22	20	16	24	33	31	146	135
Edgewood	36	40	37	59	59	70	301	283
Edison	38	28	24	23	34	38	185	166
Eastside	--	18	17	28	20	27	110	110
Fox Hollow	26	22	18	16	24	17	123	110
Harris	26	24	24	37	32	43	186	173
Laurel Hill	14	14	19	14	8	12	81	74
Lincoln	20	24	24	10	21	25	124	114
Parker	26	26	38	33	37	32	192	179
Whiteaker	32	32	31	37	25	20	177	161
Willard	22	30	39	21	42	26	180	169
TOTAL	310	324	328	337	370	375	2044	1889
Grand Total	1264	1290	1278	1289	1367	1440	7928	7296

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3/5/81

NOTE: These projections do not include students assigned to self-contained Special Education Programs.

(22)

CROSS TAB OF ELEMENTARY STUDENT TRANSFERS

(School Attended By School Attendance Area of Residence)

These figures are based on a computerized match between addresses from the L-COG parcel file and District 4J student attendance files as of December 1, 1980. There is a known error rate of at least 12% in these data. Error sources include: 1) errors in recording student addresses in the District 4J attendance records, and 2) errors in matching addresses in the parcel file and addresses in the District 4J attendance records.

HOW TO READ THIS TABLE: This table contains both a listing of the total numbers of students who reside in a particular attendance area and a listing of the total number of students who attend a particular school. If one reads <u>across</u> the table, using Adams as an example, one learns that Adams has 73 students who reside in its attendance area actually attending the school, two students who attend Condon School reside in the Adams attendance area, etc. The figure at the far right reflects the fact that there are 119 students residing in the Adams attendance area. If one reads <u>down</u> the table, again using Adams as an example, one finds that 73 students from Adams attendance area attend the school, one student from Awbrey Park attendance area attends Adams, 13 students from Bailey Hill attendance area attend Adams, etc. A total of 271 students who reside in various attendance areas actually attend Adams. A comparison of the two totals shows that Adams receives more students from other attendance areas than it loses to other schools.

School Closure Task Force
2/19/81
MJB

December 1 enrollment
(revised 3/2/81)

Elementary attended	Adams	Awbrey Park	Bailey Hill	Coburg	Condon	Crest Dr.	Dunn	Edgewood/Evrgn.	Edison	Fox Hollow	Gilham	Harris	Howard	Laurel Hill	Lincoln	Magladry	McCornack	Meadow Lark	Parker	Patterson	River Road	Santa Clara	Silver Lea	Spring Cr.	Twin Oaks	Washington	Westmoreland	Whiteaker	Willagillespie	Willakenzie	Willard	Magnet Art	Eastside	Traditional Alt.	O'Hara	Total living in attendance area
Adams	148				2	5			2						4				6									1		3	4		17	19	248
Awbrey Park		68			1	1	2			1			2					1	1	1	5	14		21		2			3	2	1			1	7	568
Bailey Hill	5	1	177		1	1			1								12		1	7	2				4		2	1				1	2	8	18	465
Coburg				186						2								3		2										4					191
Condon					72			1	8	1		4							1												8	33	11	3	21	163
Crest Drive	1				1	94										2												1		3			2	2	230
Dunn					3	1	164	30		1		7							1									1			4	5	3	2	1	233
Edgewood/Evrgn.	1				2	1	5	152	1	8		3								1	1										3			3	15	373
Edison	1				7				149			8		1				1	3	1											2	28	42		6	311
Fox Hollow					4			40		230		2		1	1				2	1	1							1	1			1	2		7	194
Gilham				1							258	1						12											14	3			2	7	5	293
Harris					2	1	1	2	4			115		1					1	1								1		3	1	1	2	13		3	252
Howard				2	4						1	135	1							2	14	3	8						4	1				2	4	403
Laurel Hill					1		1		5		3		39	1								1							1		3	4	2	3	114
Lincoln	8				4		1		1		4			236		2				11	1					1					13	8	3	4	187
Magladry	21				1	22	1	1							228	2				1							2	1		1	1		2	16	220
McCornack	4		4		1	2		1					1			231		1	3					1		7	1						2	22	511
Meadow Lark				1					1		12						209			2					4		2	10	2		1		6	5	447
Parker						1		20		6		3						218		5											3	1	2		5	264
Patterson	18				2	4	1		1				1	14		2	1		154	3							1	1			1	10	3	8	19	239
River Road						2						9						1	5	157	3	6						14				1		3	328
Santa Clara		23			3	1						2						1		1	271	10	10		1		2		2		3		1	1	392
Silver Lea/Corr.												36	1							5	4	144												2	392
Spring Creek		1										1	2						1	2	23	1	121		1		3				2		2		363
Twin Oaks	3		4			2						1						1		1			231										1	11	2	261
Washington							1											3		1					268	1			1	2					7	436
Westmoreland	38				8	15	1	1	1			2		1	1	2	11		2	14	2				3	264			1		3	3		11	39	425
Whiteaker					3		3								10				2	12	2		1			1	151				10	5	2	3	205
Willagillespie	4										1			1				6	1		3					3		134	3			1	1	4	394
Willakenzie	1												1					3	1			3				5		1	2	204		3		1		247
Willard	3				5	1	1	2	3			3		1					9									1	1	183			11	9	9	249
Total Attending	273	57	105	185	135	247	188	247	247	264	263	246	107	108	258	252	280	107	247	237	332	136	130	135	243	268	187	247	243	264	245	273	188	103	258	

Out of Dist.				3	1	1								1				4	1	1		1			1										
Harrisburg				1								1																							
Creswell																				1									1						
Unknown																			1																
Veneta					1									1				3																	
Junction City														1																					
Pleasant Hill												1																							
Springfield	1											1		3															2						
Cottage Grove														1																					
Dexter														1																					

Title I Office
Judy Martin/lf

CROSS TAB OF JUNIOR HIGH STUDENT TRANSFERS

(School Attended By School Attendance Area of Residence)

Junior High Attended	Jefferson	Kelly	Kennedy	Madison	Monroe	Opp. Center	Roosevelt	Sp. Butte	Cal Young	Unidentified	Total Living In Attendance Area
Jefferson	415	2	40		1	6	112	4	1	4	585
Kelly	2	397	3	23	2	2	10	1			440
Kennedy	70	1	524	1	1	1	12	1		5	616
Madison		21		575	10	1	2		1	2	612
Monroe	1				299		3	2	10		315
Roosevelt	26	5	3		7	4	397	21	1	3	467
Spencer Butte	8					1	100	386		3	498
Cal Young	4				68	2	11	1	366	1	453
TOTAL ATTENDING	526	426	570	548	388	17	647	416	379		

These figures are based on a computerized match between addresses from the L-COG parcel file and District 4J student attendance files as of September 15, 1980. There is a known error rate of at least 10% in these data. Error sources include: 1) errors in recording student addresses in the District 4J attendance records, and 2) errors in matching addresses in the panel file and addresses in the District 4J attendance records.

HOW TO READ THIS TABLE: This table contains both a listing of the total numbers of students who reside in a particular attendance area and a listing of the total number of students who attend a particular school. If one reads <u>across</u> the table, using Jefferson as an example, one learns that Jefferson has 415 students who reside in its attendance area actually attending the school, two students who attend Kelly reside in the Jefferson attendance area, etc. The figure at the far right reflects the fact that there are 585 students residing in the Jefferson attendance area. If one reads <u>down</u> the table, again using Jefferson as an example, one finds that 415 students from Jefferson attendance area attend the school, two students from Kelly attendance area attend Jefferson, 70 students from Kennedy attendance area attend Jefferson, etc. A total of 526 students who reside in various attendance areas actually attend Jefferson. A comparison of the two totals shows that Jefferson loses more students to other schools than it gains from other schools.

SOURCE: School District 4J
Research, Analysis & Planning
September, 1980

(39)

ELEMENTARY REGIONAL ENROLLMENT PROJECTIONS

NOTES:

1) These K-6 figures assume that the current ratio by region of enrollment will continue through 1985-86.

2) Assume that the number of entering first grade students will follow past history.

3) Assume that no major changes in economic environment will take place.

Region Totals (K 1=1)
(as of 9/30/80)

			% of Totals	
	K-5	K-6	K-5	K-6
Churchill	2226	2616	26.9%	26.6%
North	2062	2480	25.0%	25.2%
Sheldon	1796	2116	21.7%	21.5%
South	2177	2614	26.4%	26.6%
TOTAL	8261	9826		

Elementary Enrollment By Region: (K-6) (K 1=1)

Region	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Churchill	2616	2603	2518	2573	2673	2794
North	2480	2346	2386	2441	2534	2647
Sheldon	2116	2119	2035	2082	2161	2261
South	2614	2510	2518	2573	2673	2794
TOTAL	9826	9578	9457	9669	10041	10496

ELEMENTARY REGIONAL ENROLLMENT PROJECTIONS, cont.

Elementary Enrollment By Region: (K-5) (K 1=1)

Region	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Churchill	2226	2170	2148	2232	2349	2475
North	2062	1938	1997	2075	2184	2300
Sheldon	1796	1776	1733	1801	1895	1997
South	2177	2044	2108	2191	2306	2429
TOTAL	8261	7928	7986	8299	8734	9201

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3/4/81

AVERAGE STUDENTS PER DWELLING UNIT BY STRUCTURE TYPE

CHURCHILL REGION	SINGLE FAMILY	DUPLEX	MULTI-FAMILY
Adams	.1414	.0985	-0-
Bailey Hill	.3014	-0-	.1046
Crest Drive	.2365	.2500	-0-
Patterson	.1434	.1235	.0320
McCornack	.2734	.0200	.1404
Magladry	.2672	.1905	-0-
Twin Oaks	.2577	-0-	-0-
Westmoreland	.2096	.0100	.1058
Jefferson	.0884	.0377	.0154
Kennedy	.1520	.0916	.0718
Churchill	.1322	.0409	.0330
SOUTH REGION			
Condon	.1838	.0254	.0041
Dunn	.1624	.1060	.0446
Edgewood	.3089	.1276	.0266
Edison	.1712	.0450	.1672
Ellis Parker	.2156	.1600	.0681
Fox Hollow	.2910	.1176	.0138
Frances Willard	.1506	.0696	.0518
Harris	.1837	.0645	-0-
Laurel Hill	.1270	.0250	.0147
Lincoln	.0762	.0530	.0094
Whiteaker	.1204	.1111	.0926
Roosevelt	.0715	.0161	.0070
Spencer Butte	.1283	.0467	.0209
South	.0921	.0306	.0098
NORTH REGION			
Awbrey Park	.3556	.1895	.1667
Howard	.2589	.1695	.1071
River Road	.2024	.1453	.0430
Santa Clara	.2510	.1268	.2593
Silver Lea	.3094	.2500	.0241
Spring Creek	.3095	.0952	-0-
Kelly	.1259	.0288	.0108
Madison	.1753	.0436	-0-
North	.1397	.0441	.0198
SHELDON REGION			
Coburg	.2382	.1579	.1923
Gilham	.2689	.1262	.2955
Meadow Lark	.2457	.1301	.1653
Washington	.2311	.1723	-0-
Willagillespie	.2154	.1450	.0448
Willakenzie	.2176	.1724	.0439
Cal Young	.1067	.0349	.0296
Monroe	.1230	.0671	.0063
Sheldon	.1061	.0323	.0130

1980 L-COG
Based on a computerized match between the parcel file and 4J enrollment data as of September 15, 1980.

How To Use This Data

This data is based on the actual number of students living in each attendance area by the type of dwelling in which they live. The total number of students was divided by the total number of dwelling units (of that structure type) to arrive at the ratio on the table. For example, the typical single-family home in the Adams attendance area has .14 elementary age students in residence. If one were to select 100 single-family homes in this attendance area, one could expect to find a total of 14 elementary students in residence in these homes. Note: Single-family and duplex units are considered low density land uses. Multi-family units are considered medium and/or high density land uses.

" Tel.

LCOG Lane Council of Governments

NORTH PLAZA LEVEL PSB / 125 EIGHTH AVENUE EAST / EUGENE, OREGON 97401 / TELEPHONE (503) 687-4283

MEMORANDUM

February 26, 1981

TO: School District 4J School Closure Task Force
Attention: Kaye Robinette

FROM: Metropolitan Area Planning Advisory Committee (MAPAC) P.M.

SUBJECT: Relationship of Adopted Metropolitan Area General Plan to School Closure Task Force work

The Metropolitan Area Planning Advisory Committee (MAPAC) is charged in its bylaws, which are approved by the L-COG Board of Directors, to review and comment on matters of possible regional significance. MAPAC's role is directly derived from goals and policies in the adopted Metropolitan Area General Plan.

The Metropolitan Plan, adopted in 1980 by the Eugene and Springfield City Councils and the Lane County Board of Commissioners, has now replaced the "1990 Plan" as the broad, general policy plan for the metropolitan area for the year 2000. Many sections of the Plan affect the three metropolitan school districts. Public schools on the district-wide basis (in other words, not necessarily within walking distance of all students served) are defined as one of the minimum level key urban facilities and services required to serve urban levels of development. Of direct interest are findings, goals, objectives and policies in the "Public Utilities, Services, and Facilities" element of the Plan (see attachment).

In addition to the policy sections of the Plan, the Plan diagram was developed utilizing detailed land use information on existing and future uses, including the number of dwelling units by type of unit (single-family, duplex, mobile home, or multiple-family units). That information in tabular or map form is available to the Task Force through L-COG's research and metropolitan planning services.

MAPAC encourages the Task Force to familiarize themselves with the Metropolitan Plan and the implications it outlines for the period 1980-2000. While the Task Force is faced with a current problem, MAPAC recommends the Task Force carefully consider longer-range consequences to the metropolitan region and carefully consider the broad, metropolitan-wide impacts of alternatives developed during its deliberations.

SG:jt/W1

cc: Micheal Brott

LCOG MEMBER AGENCIES: City of Coburg • City of Cottage Grove • City of Creswell • Dunes City • City of Eugene • Eugene Water & Electric Board • City of Florence • Junction City • Lane Community College • Lane County • Lane Intermediate Education District • City of Lowell • North Lane Soil & Water Conservation District • City of Oakridge • Port of Siuslaw • Rainbow Water District • River Road Park & Recreation District • School District 32 (Bethel) • School District 4J (Eugene) • School District 19 (Springfield) • City of Springfield • Springfield Utility Board • Upper Willamette Soil & Water Conservation District • City of Veneta • Willamalane Park & Recreation District. CITIZENS' AND TECHNICAL ADVISORY

ATTACHMENT

Applicable Findings, Goal, Objectives and Policies from
"Public Utilities, Services and Facilities"
Element of the Adopted Metropolitan Area General Plan

1. Urban expansion accomplished through in-filling within and adjacent to existing development inside the current urban service area and in an orderly unscattered fashion permits new development to utilize existing utilities, services, and facilities or those which can be easily extended, thus minimizing the public cost of premature service extension.

2. Urban services are provided to the metropolitan area by Eugene, Springfield, Lane County, public and quasi-public utilities, special service districts, and by joint cooperative agreements.

5. The cost of providing even basic key services, utilities, and facilities to existing and future development in the metropolitan area is significant.

10. Due to the increase of child-bearing persons as a percent of the total population and the leveling off from a downward trend of fertility rates, overall metropolitan school enrollments are projected to increase both in terms of total number and in the rate of growth through the rest of this century. However, projected school enrollment increases will not be evenly distributed among the three metropolitan school districts: The Eugene district will probably continue to decline into the early 1980's before beginning to increase; Springfield, Bethel, and private schools will likely follow the overall metropolitan trend.

11. Growth patterns do not always respect school district boundaries. For example, natural cycles of growth and neighborhood maturation result in uneven geographic growth patterns in the metropolitan area, which cause a disparity between the location of some schools and school children. This results in some fringe area schools exceeding capacity while some central city schools are under capacity.

12. Adjustments to attendance area boundaries, double shifting, additions to existing facilities, use of portable classrooms and busing are being used by metropolitan area school districts to maximize the use of present facilities and delay new school construction.

13. Elementary and community schools represent important features to residential neighborhoods and a lack of such facilities can reduce the livability of an area in terms of neighborhood needs.

14. Residents of central city neighborhoods have identified the presence of elementary and community school facilities as important contributors to the stability of their neighborhoods and to the ability of neighborhoods to attract a range of families and households, including families with school-age children.

Goal

1. Provide and maintain public utilities, services, and facilities in an orderly and efficient manner.

Objectives

1. Furnish guidelines for public facility programming and decision-making that will result in lower public and private expenditures.

2. Provide public utilities, services, and facilities to serve existing development and closely coordinate them with the land use elements of the General Plan as a means of encouraging orderly and sequential growth.

3. Reduce and, if possible, eliminate the problems created by overlapping service areas and/or illogical service boundaries.

4. Optimize the utilization of existing facilities.

5. Generally reduce public subsidy for utilities and facilities in new development.

6. Provide at least the minimum level of key urban services to all urban development within the metropolitan area.

Policies

1. In general, the amount of public subsidy for public utilities, services, and facilities, such as schools, sewers, and streets, shall be reduced. New development should help support construction of new public utilities, services, and facilities through methods such as systems development charges, taxes, land donation, or payment of fees in lieu of land donations. This does not preclude subsidy where a development will fulfill goals and recommendations of the Plan determined by the local jurisdiction to be of particular importance or concern.

3. A system of user charges for public services, utilities, and facilities to cover operation costs and the improvement or replacement of obsolete facilities shall continue to be implmented where appropriate.

4. In those portions of the urban service area where the full range of key urban services is not available, metropolitan area capital improvement programming (planning, programming, and budgeting for service extension in an orderly and efficient manner) shall be developed and maintained. Such a coordinated capital improvements program shall address geographic phasing.

6. In addition to physical, economic, energy, and social considerations, timing and location of urban development within the metropolitan area shall be based upon the current or imminent availability of a minimum level of key urban services.

7. Facility and program planning in the metropolitan area shall use the General Plan as a basis for decisions to ensure that the needs of the metropolitan area are met in an orderly and efficient manner.

8. Efforts shall be made to mitigate the impact of residential growth on the metropolitan area's schools. Cities shall encourage a mix of dwelling unit types and phasing of single-family residential construction. School districts shall continue to meet peak school child enrollment demand through a variety of means, thus possibly reducing or postponing the need for new, permanent school facilities.

10. Support financial and other efforts to provide elementary and community schools in central city areas in order to maintain and increase the attractiveness and stability of those areas for residential purposes.

11. The school districts shall address the possibility of adjusting boundaries where they do not reflect the boundary between Eugene and Springfield or where a single, otherwise internally cohesive, area is divided into more than one school district.

ELEMENTARY ENROLLMENT FIGURES

SCHOOL	Projected Enrollment 81-82	Unadjusted Capacity	K-5	Projected % of Capacity
Adams	284	488	245	50%
Awbrey Park	499	625	399	64%
Bailey Hill	392	475	305	64%
Coburg	183	250	149	60%
Condon	131	341	109	32%
Crest Drive	293	250	240	96%
Dunn	171	418	135	32%
Edgewood	371	496	283	57%
Edison	201	370	166	45%
Fox Hollow	137	188	110	59%
Gilham	257	350	208	59%
Harris	224	420	173	41%
Howard	382	566	319	56%
Laurel Hill	88	288	74	26%
Lincoln	144	315	114	36%
McCornack	467	495	387	78%
Magladry	133	175	102	58%
Meadow Lark	424	550	348	63%
Parker	213	425	179	42%
Patterson	249	400	223	56%
River Road	299	573	247	43%
Santa Clara	337	468	272	58%
Silver Lea	337	496	267	54%
Spring Creek	345	500	287	57%
Twin Oaks	229	300	183	61%
Washington	438	573	352	61%
Westmoreland	263	425	216	51%
Whiteaker	190	319	161	51%
Willagillespie	414	498	348	70%
Willakenzie	246	414	214	52%
Willard	205	420	169	40%

The above figures do not include Alternative Schools.

ESTIMATED ENROLLMENT FOR THE JUNIOR HIGH SCHOOL BUILDINGS
BASED ON THREE GRADE GROUP CONFIGURATIONS:
6-7-8, 7-8, and 7-8-9

School	Grade Group	Year					
		Current	1981-82	1982-83	1983-84	1984-85	1985-86
Kelly	6-7-8	495	515	549	522	474	447
	7-8	302	329	372	360	337	297
	7-8-9	454	479	508	540	514	466
Madison	6-7-8	649	646	642	604	546	510
	7-8	424	422	446	417	380	350
	7-8-9	649	632	640	632	594	537
Cal Young	6-7-8	494	558	601	585	542	532
	7-8	298	338	413	405	365	355
	7-8-9	424	487	550	592	576	534
Monroe	6-7-8	423	401	359	331	314	292
	7-8	295	278	249	231	209	202
	7-8-9	425	416	394	353	326	308
Spencer Butte	6-7-8	466	489	470	445	393	353
	7-8	305	316	332	309	272	255
	7-8-9	423	454	482	463	438	387
Kennedy	6-7-8	623	659	631	578	512	491
	7-8	426	428	441	418	347	323
	7-8-9	625	625	649	621	568	504
Jefferson	6-7-8	562	595	633	647	619	602
	7-8	352	369	418	438	421	404
	7-8-9	531	533	586	624	637	609
Roosevelt	6-7-8	699	726	717	666	592	564
	7-8	451	470	502	468	410	377
	7-8-9	679	687	716	706	655	582

NOTES:

1. All enrollment data used in compiling these figures are taken from end of September classification reports.

2. Students assigned to self-contained Special Education Programs are <u>not</u> included.

3. Opportunity Center is not included. However, for the years 1982-83 through 1985-86, approximately 1% (about 40 students) of the expected students have not been assigned to schools. Because of the treatment of the data for Opportunity Center, the sum of the estimated enrollments for grades 7-8-9 will not be a perfect mesh with the Junior High School Estimates shown on page 9 (Table B-2) of the November, 1980 Enrollment Projections. With the approximate 1% added in, the two sets of data agree.

4. These estimates assume that boundaries remain the same and open enrollment policies remain constant.

CRITERIA

SCHOOL CLOSURE MODEL

(K-5, 6-8)

The first task before the model building group was to produce an optimal placement of school buildings for the extant Eugene School District 4J.

The criteria for producing this optimal model were as follows:

1. Utilize known (1980-81) school-age population figures to determine initial placement of facilities.

2. Modify the placement of facilities where appropriate by including projected school-age growth concentration.

3. Keep the spacings between buildings to walking distance, where possible, -- radius of 1 mile to radius of 3/4 mile.

4. Modify placement of facilities due to safety factors and the location of "natural" boundaries, i.e., rivers, hills that are dangerous in winter, dangerous street crossings, major highways, etc.

5. Consider school-age population concentration within 3/4 mile radius and consider future school-age population concentration changes within those areas.

6. Keep school sites to at least 250 students as a guideline.

7. 18.4 to 1 is the assumed staffing ratio in applying these criteria.

Criteria for best fit match of existing sites to optimum sites:

1. Superimpose existing sites upon optimum sites pick all sites that have a best fit, i.e., an existing site that is in the center of a blue circle is best, an existing site that is in a blue circle is next best, and an existing site that is in a green circle is next best.

2. Where there are multiple sites within a circle, select one site on the basis of the following considerations, in order:

   A. Adequacy of physical plant

   B. Size of physical plant

   C. Location of physical plant in relation to optimum placement

   D. Walking access - safety and motival barrier that exists within optimum boundaries

   E. Proportion of students that can walk to school

   F. Impact upon the community within the optimum boundary

Use these criteria to select "best fit"

School Closure Task Force

3/5/81

CRITERIA FOR MIDDLE SCHOOL
(Suggested)

Program needs:

Minimum of 400 students to provide four student blocks per school - - with a 4 - 5 teachers per unit block.

Transportation

Model should provide minimum additional busing.

Senior High Capacity

Model should not increase the numbers of middle school students moving into South Eugene and Churchill high schools.

School Closure Task Force
MJB 3/30/81

PROJECTED ELEMENTARY ENROLLMENTS FOR 1981-82

(K - 5 Model)

	FTE	Additions	Total Projected FTE
Churchill Region			
Adams	245	+ 76(WM)-(40WIL) + 32 (SM) =	303
Bailey Hill	305		305
Crest Drive	240	- 24(T.O.)+ 70 (SM) =	286
McCornack	387	+ 40 (WM) =	427
Patterson	223	+ 100 (WM) =	333
Twin Oaks	183	+ 24 (CD) =	207
TOTAL			1861
North Region			
Awbrey Park	399		399
Howard	319	+ 217 (SLea) - 60 RR =	476
River Road	247	- 35 (WHIT) + 96 (TA) = 60(H)=	368
Santa Clara	272	+ 50 (SLea) =	322
Spring Creek	287		287
TOTAL			1852
Sheldon Region			
Gilham	208	+ 75 (COB) =	283
Meadow Lark	348		348
Washington	352		352
Willagillespie	348		348
Willakenzie	214	+ 74 (COB) =	288
TOTAL			1619

South Region	FTE Additions	Total Projected FTE
Edgewood	283 + 65 (D) +85 (FH) =	433
Edison	166 + 30 (L) + 109 (CON) =	305
Harris Eastside	173 + 74 (LR) + 110 (ESide) - 48 (PAR) =	309
Parker	179 + 48 (HAR) - 25 (FH) =	252
Whitesker	161 + 84 (LIN) + 35 (RR)=	280
Willard M.Arts	169 + 70 (DUN) + 40 (AD) + 106 (MA) =	385
TOTAL		1964

GRAND TOTAL 7,296

NOTE: These projections do not include students assigned to self-contained Special Education Programs.

School Closure Task Force
MJB
3/5/81

SCHOOL CLOSURE TASK FORCE
K-5, 6-8
Grade Model - Alternatives

INTRODUCTION -

The following alternatives to the K-5, 6-8 model were developed to assist the Task Force in making its decisions at the March 30th meeting. Art Altstatt, Molly Stafford, Pat Radostitz, Kaye Robinette, and Mike Brott used the information from the March 16th discussion groups and the adopted criteria to develop the alternatives.

At our next meeting, following an explanation of each set of alternatives, a motion will be called for to select an alternative from each set. Then a motion will be called for to approve the balance of the model.

SET I Coburg

1a) Move 93 Willakenzie students (North of Beltline & East of I-5) to Gilham = 208 + 93 = 301. Move Coburg students to Willakenzie = 214 - 93 (G) = 121 + 149 = 270.

1b) Move 93 Willakenzie students from North of Beltline & East of I-5 to Coburg = 149 + 93 = 242. Close Willakenzie - - shift 62 students (between Beltline & Baily Lane) to Meadow Lark, 348 + 62 = 410; and 59 students to Washington, 352 + 59 = 411.

1c) Leave Coburg open with 149 projected enrollment; (does not meet criteria). Close Willakenzie. Shift students to Gilham, Meadow Lark, and Washington as described above.

1d) Leave as described in model.

SET II Condon

2a) Leave Condon/M.Arts open and students + 30 (L), 109 + 106 + 74 + 30 = 319.

2b) Close Edison, move regular Edison kids to Harris. 173 + 166 = 339. Eastside to Willard, 169 + 70 (Dunn) + 40 (AD) + 110 (ESide) = 389.

2c) Close Condon & Edison. Move Condon students to Laurel Hill, move 54 Edison students to Laurel Hill, 74 + 109 + 76 = 259. Move remainder of Edison students to Harris, along with Eastside, 173 + 110 + 90 - 48 = 321.

2d) Leave as described in model.

SET III — Silver Lea

3a) Leave as in model.

3b) Close Santa Clara, bus students south of Irving & Hunsaker to Silver Lea, 337 + 121 (SC) = 458. Add 40 Santa Clara students north of Irving, & between Hunsaker & Wilkes to Spring Creek, 287 + 101 = 388. Add 50 Santa Clara students north of Wilkes & east of River Road to Awbrey Park, 399 + 50 = 449. To Howard add 50 students from Silver Lea south of a line parallel with Hamilton St., 319 + 50 - 50 (RR) = 319. To River Rd. 50 Howard students as described in model, 247 + 50 (H) = 297.

SET IV — Traditional Alt.

4a) Leave as in model

4b) Leave T.A. at Adams, 303 + 96 = 399.

4c) Move T.A. to Whiteaker, change Lincoln students to Whiteaker and Patterson with 11th as boundary line, 161 + 96 (TA) + 24 (L) = 281. Patterson, 223 + 100 (WM) + 60 (L) = 393. (Need to make reduction in Westm. kids).

SET V — Twin Oaks

5a) Leave as in model (does not meet criteria).

5b) Close Twin Oaks, bus to Westmoreland, 216 + 183 = 399 - (40 to McCornack) = 359.

5c) Close Twin Oaks, bus to Bailey Hill. Shift 50 kids on 18th to McCornack.
Bailey Hill = 305 + 183 - 50 = 438
McCornack = 427 + 50 = 477

MJB
3/30/81

Addendum to Set 5 - 5-D: Twin Oaks. Change boundary between Bailey Hill and Twin Oaks - - all students west of a north-south line paralleling Willow Creek Road would attend Twin Oaks. 183 + 24 (CD) + 47 (BH) = 254.

Bailey Hill - Adjust boundary with McCornack so that the students living in the Timberline-Ashford Street area attend Bailey Hill.
Bailey Hill = 305 - 47 (T.O.) + 30 (McC) = 288.
McCornack = 387 + 40 (WM) - 30 (BH) = 397.

MJB
School Closure Task Force
3/31/81

#97

SCHOOL CLOSURE TASK FORCE

K-5, 6-8 Model

(Revised 4/7/81)

Churchill Region	Projected 1981-82 FTE	Additions/Subtractions	Total Projected 1981-82 FTE	Current Program Capacity
Adams	245	+ 76(WM)-40(Willard)+32(SM)+96(TA)=	409	428
Bailey Hill	305	+ 30 (McC) -47 (TO) =	288	440
Crest Drive	240	- 24 (TO) + 70(SM) =	286	250
McCornack	387	+ 70(WM) -30 (BH) =	427	495
Patterson	223	+ 70 (WM) + 30 (L) =	323	365
Twin Oaks	183	+ 24 (CD) + 47 (BH) =	254	290
North Region				
Awbrey Park	399	+ 50 (SC) =	449	575
Spring Creek	287	+ 101 (SC) =	388	465
Silver Lea	267	+ 121 (SC) - 50 (H)	338	461
Howard	319	+ 50 (SL) - 50 (RR) =	319	481
River Road	247	+ 50 (H) =	297	503
Sheldon Region				
Gilham	208	+ 93 (WK) =	301	300
Meadon Lark	348	=	348	501
Willakenzie	214	+ 149 (COB) - 93 (G) =	270	334
Washington	352	=	352	537
Willagillespie	348	=	348	411
South Eugene Region				
Edgewood	283	+ 45(D) + 85 (FH) =	413	451
Edison	166	+ 109 (CON) =	275	326
Harris/Eastside	173	+ 74 (LH) + 110 (ESide)	357	362
Parker	179	+ 48(Dunn) + 25 (FH) =	252	362
Whiteaker	161	+ 84 (LIN) =	245	269
Willard/MArts	169	+ 42(DUN)+40(AD) + 106 (MA) =	357	405
6-8 MIDDLE SCHOOLS				
Churchill				
Kennedy	659			585
Jefferson	595			595
South				
Spencer Butte	489			670
Roosevelt	726			735
Sheldon				
Monroe*	401			505
Cal Young*	558			576

North

Kelly	515	760
Madison	646	736

*May need to develop long range (5-7 years) recommendation to adjust boundary between these two schools if Monroe and Spencer Butte continue to decline as projected.

School Closure Task Force
MJB
4/7/81

SCHOOL CLOSURE TASK FORCE

K-5, 6-8 Model

Revised 5/7/81)

Churchill Region	Projected 1981-82 FTE		Additions/Subtractions	Total Projected 1981-82 FTE	Current Program Capacity
Adams	245	+	76(WM)-40(Willard)+32(SM)+96(TA) =	409	428
Bailey Hill	305	+	30 (McC) - 47 (TO) =	288	440
Crest Drive	240	-	24 (TO) + 70 (SM) =	286	250
McCornack	387	+	70 (WM) - 30 (BH) =	427	495
Patterson	223	+	70 (WM) + 30 (L) =	323	365
Twin Oaks	183	+	24 (CD) + 47 (BH) =	254	290
North Region					
Awbrey Park	399	+	50 (SC) =	449	575
Spring Creek	287	+	101 (SC) =	388	465
Silver Lea	267	+	121 (SC) - 50 (H)	338	461
Howard	319	+	50 (SL) - 50 (RR) =	319	481
River Road	247	+	50 (H) =	297	503
Sheldon Region					
Gilham	208	+	93 (WK) =	301	300
Meadow Lark	348	=		348	501
Willakenzie	214	+	149 (COB) - 93 (G) =	270	334
Washington	352	=		352	537
Willagillespie	348	=		348	411
South Eugene Region					
Eastside/Mag.Arts	110	+	106 (MA) =	216	
Edgewood	283	+	85 (FH) =	368	451
Edison/Condon	166	+	109 (CON) - 54 (H) + 74 (LH) =	295	326
Harris	173	+	45 (DUNN) + 54 (ED) =	272	362
Parker	179	+	48 (DUNN) + 25 (FH) =	252	362
Whiteaker	161	+	84 (L) =	245	269
Willard	169	+	42 (DUNN) + 40 (AD) =	251	405

6-8 MIDDLE SCHOOLS

Churchill					
Kennedy	659				585
Jefferson	595				595
South					
Spencer Butte	489				670
Roosevelt	726				735
Sheldon					
Monroe*	401				505
Cal Young*	558				576

OVER

North

Kelly	515	760
Madison	646	736

*May need to develop long range (5-7 years) recommendation to adjust boundary between these two schools if Monroe and Spencer Butte continue to decline as projected.

SCHOOL CLOSURE TASK FORCE

K-6, 7-8 Model for Closure

School	FTE		Additions/ Subtractions	Recommended FTE	Program Capacity
Edgewood*	371	+	110 (FH)	481	451
Parker	213	+	90(D) + 27 (FH)	330	362
Harris	224	+	88 (LH)	312	334
Edison/Eastside	201/140			341	326
Condon/M.Arts	131/140	+	33 (L)	304	302
Willard	205	+	81 (D)	286	330
Whiteaker	190	+	52 (L)	242	269
				2296	
Adams	284	+	99 (SM)	383	428
Westmoreland	263	+	34 (SM)	297	365
McCornack	467			467	495
Bailey Hill	392			392	440
Twin Oaks	229	+	20 (CD)	249	290
Crest Drive	293	-	20 (TO)	273	250
Patterson	249	+	59 (L)	303	
				2364	
River Road	299	+	120 (TA)	419	503
Howard	382			382	481
Santa Clara	337	+	65 (SL) - 25 (SP.C)	377	403
Silver Lea	337	-	65 (SC)	272	461
Spring Creek	345	+	25 (SC)	370	465
Awbrey Park*	499			499	575
				2319	
Willagillespie	414			414	411
Washington	438			438	537
Willakenzie	246	+	80 (COB)	326	334
Meadow Lark	424	+	65 (COB)	489	501
Gilham	257	+	38 (COB)	295	300
				1962	
				8941	
Roosevelt (Alt.)	470	+	316 (SB)	786	814
Madison	422	+	324 (KELLY)	751	738
Cal Young	338	+	278 (MONROE)	616	576
Jefferson	369	+	428 (KENNEDY)	797	797
				2950	

*Include large 6th grade 1980-81

MJB
3/13/81

School Closure Task Force

K-6, 7-8

Grade Model - - Alternatives

Introduction

The following alternatives to the K-6, 7-8 model are developed to assist the Task Force in making its decisions at the April 13th meeting. Alternatives have been developed for those issues raised by Task Force members at the April 6th meeting.

Set I Coburg

1a) Leave as described in the K-6 model.

1b) Close Willakenzie. Move 78 Willakenzie students from east of I-5 to Coburg. Coburg 183 + 78 = 260.

Move 38 Willakenzie north of Beltline to Gilham.
Gilham 257 + 38 = 295

Move 70 Willakenzie students to Meadow Lark and 60 to Washington.
Meadow Lark 424 + 70 = 514
Washington 438 + 60 = 498

1c) Close Coburg, Move all 183 to Willakenzie. Shift 23 Willakenzie students north of Beltline to Gilham and 78 Willakenzie students east of I-5 to Meadow Lark.
Gilham 257 + 23 = 280
Meadow Lark 424 + 78 = 502
Willakenzie 246 + 183 = 329

Set II Condon/M.Arts Edison/Eastside

2a) Leave as described in K-6, 7-8 model.

2b) Shift regular Condon students to Edison and Eastside to Condon.
Edison 201 + 131 = 332
Mag.Arts/Eastside (Condon) 140 + 140 = 280

2c) Close Condon, move regular students to Edison. Move M.Arts to Santa Clara. Move Eastside to Willard. Leave 65 Silver Lea students at Silver Lea.
Edison 201 + 131 (CON) = 332
Willard 286 + 140 = 426
Santa Clara 337 - 25(SP.C) + 140 = 452
Silver Lea 337 = 337

2d) Same as 2c, except move T.A. to Westmoreland and M.Arts to River Road.
Westmoreland 297 + 120 = 417
River Road 299 + 140 = 439

Set III Traditional Alternative

3a) Leave as described in K-6, 7-8 model.

3b) Move T.A. to Westmoreland.
297 + 120 = 417

3c) Move T.A. to Magladry.
T.A. = 120 (doesn't meet criteria)

Set IV Jefferson

4a) Leave as described in K-6, 7-8 model.

4b) Close Jefferson, adjust boundaries to put 150 students at Kennedy and 219 at Spencer Butte and Roosevelt.
Kennedy 428 + 150 = 578
Spencer Butte 316 + 139 = 455
Roosevelt 470 + 80 = 550

Set V Madison

5a) Leave as described in K-6, 7-8 model.

5b) Close Madison, move students to Kelly and Monroe.
Kelly 329 + 202 = 531
Monroe 278 + 220 = 498

Set VI Spencer Butte

6a) Leave as described in K-6, 7-8 model.

6b) Shift 105 students living north of 40th Avenue to Roosevelt. 470 + 105 = 575

Shift 211 students to Jefferson. 369 + 211 = 580.

Set VII Kelly

7a) Leave as described in K-6, 7-8 model.

7b) Shift 160 students living north of Howard Lane to Monroe. 278 + 160 = 438.

Shift 169 students living south of Howard Lane to Madison. 422 + 169 = 591.

Elementary would remain as in the model.

MJB
4/7/81

SCHOOL CLOSURE TASK FORCE

K-6, 7-8 Model
(Revised 4/14/81

CHURCHILL REGION	Projected 81-82 FTE	Additions/Subtractions	Total Projected 1981-82 FTE	Current Program Capacity
Adams	284	+ 99 (SM)	383	428
Bailey Hill*	392	+ 30 (McC) - 47 (TO)	387	440
Crest Drive	293	- 20 (TO)	273	250
McCornack	467	- 30 (BH)	437	495
Patterson	249	+ 59 (L)	303	365
Twin Oaks	229	+ 20 (CD) + 47 (BH)	296	290
Westmoreland	263	+ 34 (SM) + 120 (TA)	417	365
NORTH REGION				
Awbrey Park*	499		499	575
Howard	382		382	481
River Road	299		299	503
Santa Clara*	337		337	403
Silver Lea*	337		337	461
Spring Creek	345		345	465
SHELDON REGION				
Gilham	257	+ 38 (COB)	295	300
MeadowLark	424	+ 65 (COB)	489	501
Washington*	438		438	537
Willagillespie	414		414	411
Willakenzie	246	+ 80 (COB)	326	334
SOUTH REGION				
Condon/Magnet Arts	131/140	+ 33 (L)	304	302
Edgewood*	371	+ 110 (FH)	481	451
Edison/Eastside	201/140		341	326
Harris	224	+ 88 (LH)	312	334
Parker	213	+ 90 (D) + 27 (FH)	330	362
Whiteaker	190	+ 52 (L)	242	269
Willard	205	+ 81 (D)	286	330

7-8 Middle School

The Task Force has tentatively approved recommending the closure of two 7-8 middle schools. For the purpose of public hearings these schools will not be identified. The Task Force will finalize its recommendations following public hearings.

*Includes "large" projected 6th grade for 1981-82 and that number is not reflected in other grade levels.

MJB
4/14/81

From: Transportation Department

To: School Closure Task Force

Re: Grade Model- Alternatives - K-5, 6-8

In response to your inquiry regarding a K-6, 7-8 model, it appears that moving ninth graders to the high school will be the factor that creates the most additional busing. It will take four or five new buses to do this. At the same time these new buses could each take an additional elementary run, covering elementary needs.

Some slight adjustments in time schedules will be required to make the routes for 7th and 8th grades work.

Roosevelt	9:10-3:40
Madison	9:10-3:40
Cal Young	9:00-3:15
Jefferson	9:00-3:00

If Roosevelt stays on an 8:00 to 3:00 schedule, it will require four additional buses for a total of 9 new routes.

In addition to new buses, additional expenses will be incurred due to extra miles and driver time, on existing routes.

The K-6, 7-8 model will eliminate the availability of any 8:30 buses which are currently used for music runs from a high school or junior high to the elementary schools.

From: Transportation Department

To: School Closure Task Force

Re: Grade Model - Alternatives - K-5, 6-8

Set 1 Coburg

1a) Two existing Willakenzie busses to Gilham
Two existing Coburg busses to Willakenzie
One addition bus from Coburg to Willakenzie +1 bus
One additional bus for Junior High route to make time schedule +1 bus

1b) Two existing Willakenzie busses to Coburg
One existing bus to Meadow Lark
(If students can walk from East side of Coburg Road. If not, one additional bus will be required) +1 bus
59 students to Washington can walk.

1c) Two existing Willakenzie busses to Gilham
One existing Meadow Lark bus, if East side can walk
59 Washington can walk

Set 11 Condon

2a) One existing bus from Laurel Hill to Condon
plus one additional bus for Lincoln & Laurel Hill to Condon +1 bus

2b) One existing Edison bus to Harris
One additional bus from Adams & Dunn to Willard +1 bus

2c) If all Edison existing bus riders go to Laurel Hill, the existing bus can take 54 to Laurel Hill, remainder of Edison walk to Harris
Two additional busses for Condon to Laurel Hill +2 buses

Set 111 Silver Lea

3b) This will be a problem with this alternative. The six busses that currently serve Santa Clara on an 8:15 to 2:15 schedule, also serve other elementary schools at 8:30 to 2:30

We can probably do this by changing Silver Lea schedule to 8:15 to 2:15.

Make two trips with each bus to Spring Creek & Awbrey Park schools, one trip arriving at 8:10 & one at 8:25. Pm 2:35 and 2:50

3b) 50 Silver Lea to Howard can walk
50 Howard to River Road, some will need bussing

Set 1v Traditional Alt. 4b) What happens to Magladry & Westmoreland students?
4c) One existing Westmoreland bus to Patterson
One existing bus from Lincoln to Whiteaker
One additional bus from Lincoln to Patterson +1 bus

Set V Twin Oaks 5b) Existing busses continue to Westmoreland. Some may be late arriving and be late on Junior High routes.
Will need additional bus parking at Westmoreland
Presently will accomodate 2 or 3. Will need room for six.
5c) Existing busses to Bailey Hill
50 Bailey Hill to McCornack, walk

ANNUAL PROJECTED FINANCIAL SAVINGS

for K-5, 6-8 Model

	Fox Hollow	Dunn	Laurel Hill	Lincoln	Condon	Coburg	Santa Clara	Magladry	Westmoreland
Principal	$32,413	41,287	32,413	41,287	41,287	41,287	41,287	32,413	41,287
Secretary	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*
Custodial	34,443	39,352	34,443	39,352	39,352	39,352	39,352	34,443	39,352
Utilities									
Heating	6,069	11,110	6,825	16,280	13,325	8,960	11,895	3,465	21,725
Lighting	2,727	2,513	3,598	2,712	3,118	4,307	3,471	2,826	3,333
Water	578	689	573	1,745	655	600	562	252	317
Sewer	92	346	88	721	379	-	-	104	189
Garbage	400	400	300	400	400	300	500	300	500
Phone	765	1,250	1,046	1,269	1,083	1,216	1,710	789	1,720
Maintenance									
Grounds) Building Maintenance) Improvement Sites) Remodeling)	1,865	3,868	7,431	5,240	6,692	5,140	5,168	4,916	4,153
Custodial Supplies	1,244	1,471	1,246	1,676	1,557	1,528	2,348	918	1,900
Periodicals	171	229	150	175	175	175	435	180	250
Reference	233	312	349	-	240	150	447	245	393
Advisory Councils	121	121	121	121	121	121	121	121	121
Sub Total	83,637	105,464	91,099	113,494	110,765	105,652	109,812	83,388	117,756
Plus lease revenue	52,549	142,494	107,125	135,821	152,229	100,003	157,714	-	134,884
TOTAL I	$ 136,186	247,958	198,224	249,315	262,994	205,655	267,526	83,388	252,640
Sub Total	83,637			113,494	110,765				
Less "marshall" costs	-5,782	-12,293	-7,579	-14,370	-13,915	-7,915	-12,924	-	-18,585
TOTAL II	$ 77,855	93,171	83,520	99,124	96,850	97,737	96,888	83,388	99,171

TOTAL I Potential Levy Reduction $ 1,903,886

TOTAL II Potential Budget Reduction $ 921,067

Directions

Principals' Salaries - All principals, except 1 are at the same salary level. The three schools, Fox Hollow, Laurel Hill, and Magladry have intern principals. Salaries include salary + fringes + fixed charges = total.

*Secretaries - Figure is the 2nd year savings as explained in Mr. William's, Director of Personnel, memo to the Task Force.

Custodian salaries - These salaries are figured on an average salary.

Utilities - These figures are the actual costs for the 1979-80 school year and do not reflect increased rates.

Maintenance costs - These figures are an average for the 1978-79 and 1979-80 school year. The figures do not include "major projects", but reflect routine upkeep.

Lease revenue - The lease revenue is figured on a $.55 per square foot figure x 12 for a yearly cost. Local realtors projected 50c to 75c as figures used for current lease of office space in suburban Eugene. Square footage of each school is figured on the primary educational space (classrooms) plus educational ancillary space (gym, mp, library, etc.) - - - does not include support ancillary space or maintenance ancillary space. Magladry was not figured for a lease because of deed restrictions.

Mothball Costs - This figure includes the heating, lighting, water and sewer costs, plus $ 2000 per building to cover windows with plywood. This does not include man-power costs for labor in covering windows and keeping routine maintenance on building that is unused.

School Closure Task Force
MJB
4/13/81

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ANNUAL PROJECTED FINANCIAL SAVINGS

for K-5, 6-8 Model

	Fox Hollow	Dunn	Laurel Hill	Lincoln	Coburg	Santa Clara	Mapleleaf	Westmoreland
Principal	$32,413	41,287	32,413	41,287	41,287	41,287	32,413	41,287
Secretary	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*
Custodial	34,443	39,352	34,443	39,352	39,352	39,352	34,443	39,352
Utilities								
Heating	6,069	11,110	6,825	16,280	8,960	11,895	3,465	21,725
Lighting	2,727	2,513	3,598	2,712	4,307	3,471	2,826	3,333
Water	578	689	573	1,745	600	562	252	317
Sewer	92	346	88	721	-	-	104	189
Garbage	400	400	300	400	300	500	300	500
Phone	765	1,250	1,046	1,269	1,216	1,710	789	1,720
Maintenance								
Grounds) Building Maintenance) Improvement Sites) Remodeling)	1,865	3,868	7,431	5,240	5,140	5,168	4,816	4,153
Custodial Supplies	1,244	1,471	1,246	1,676	1,528	2,348	918	1,900
Periodicals	171	229	150	175	175	435	180	250
Reference	233	312	349	-	150	447	245	393
Advisory Councils	121	121	121	121	121	121	121	121
TOTAL I	83,637	105,464	91,099	113,494	105,652	109,812	83,388	117,756
Plus lease revenue	52,549	142,494	107,125	135,821	100,003	157,714	-	134,884
TOTAL II	$ 136,186	247,958	198,224	249,315	205,655	267,526	83,388	252,640
	83,637			113,494				
Less "goodwill" costs	-5,782	-12,293	-7,579	-14,370	-7,915	-12,924	-	-18,585
TOTAL III	$ 77,855	93,171	83,520	99,124	97,737	96,888		99,171

TOTAL I Potential Savings	$ 810,302
TOTAL II Potential Savings	$ 1,640,892
TOTAL III Potential Savings	$ 647,466

Directions

Principals' Salaries - All principals, except 1 are at the same salary level. The three schools, Fox Hollow, Laurel Hill, and Magladry have intern principals. Salaries include salary + fringes + fixed charges = total.

*Secretaries - Figure is the 2nd year savings as explained in Mr. William's, Director of Personnel, memo to the Task Force.

Custodian salaries - These salaries are figured on an average salary.

Utilities - These figures are the actual costs for the 1979-80 school year and do not reflect increased rates.

Maintenance costs - These figures are an average for the 1978-79 and 1979-80 school year. The figures do not include "major projects", but reflect routine upkeep.

Lease revenue - The lease revenue is figured on a $.55 per square foot figure x 12 for a yearly cost. Local realtors projected 50¢ to 75¢ as figures used for current lease of office space in suburban Eugene. Square footage of each school is figured on the primary educational space (classrooms) plus educational ancillary space (gym, mp, library, etc.) - - - does not include support ancillary space or maintenance ancillary space. Magladry was not figured for a lease because of deed restrictions.

Mothball Costs - This figure includes the heating, lighting, water and sewer costs, plus $ 2000 per building to cover windows with plywood. This does not include manpower costs for labor in covering windows and keeping routine maintenance on building that is unused.

School Closure Task Force
MJB
Revised 5/8/81

SCHOOL CLOSURE TASK FORCE

K-5, 6-8

Projected Financial Savings (10 year period, 1981-1991)

Savings from Mothballing		Savings from Leasing	
Year 1	$ 921,067	Year 1	$ 1,903,886
Year 2	921,067	Year 2	1,903,886
	92,106		190,388
	1,013,173		2,094,274
Year 3	1,013,173	Year 3	2,094,274
	101,317		209,427
	1,114,490		2,303,701
Year 4	1,114,490	Year 4	2,303,701
	111,449		230,370
	1,225,939		2,534,071
Year 5	1,225,939	Year 5	2,534,071
	122,593		253,407
	1,348,532		2,787,478
Year 6	1,348,532	Year 6	2,787,478
	134,853		278,747
	1,483,385		3,066,225
Year 7	1,483,385	Year 7	3,066,225
	148,338		306,622
	1,631,723		3,372,847
Year 8	1,631,723	Year 8	3,372,847
	163,172		337,284
	1,794,895		3,710,131
Year 9	1,794,895	Year 9	3,710,131
	179,489		371,013
	1,974,384		4,081,144
Year 10	1,974,384	Year 10	4,081,144
	197,438		408,114
	2,171,822		4,489,258
TOTAL	$ 14,679,410		$ 30,343,014

Assumptions:

Figures for total savings are figured for a 10 year period with a 10% increase per year. It is also assumed that all nine schools are either mothballed or leased for the entire period.

ANNUAL PROJECTED FINANCIAL SAVINGS

for K-6, 7-8 Model

	Fox Hollow	Dunn	Laurel Hill	Lincoln	Coburg	Magladry
Principal	$32,413	41,287	32,413	41,287	41,287	32,413
Secretary	2,516*	2,516*	2,516*	2,516*	2,516*	2,516*
Custodial	34,443	39,352	39,443	39,352	39,352	34,443
Utilities						
Heating	6,069	11,110	6,825	16,280	8,960	3,465
Lighting	2,727	2,513	3,598	2,712	4,307	2,826
Water	578	689	573	1,745	600	252
Sewer	92	346	88	721	-	104
Garbage	400	400	300	400	300	300
Phone	765	1,250	1,046	1,269	1,216	789
Maintenance						
Grounds) Building Maintenance) Improvement Sites) Remodeling)	1,865	3,868	7,431	5,240	5,140	4,816
Custodial Supplies	1,244	1,471	1,246	1,676	1,528	918
Periodicals	171	229	150	175	175	180
Reference	233	312	349	-	150	245
Advisory Councils	121	121	121	121	121	121
Total I	83,637	105,464	91,099	113,494	105,652	83,388
Plus lease revenue	52,549	142,494	107,125	135,821	100,003	-
TOTAL II	$ 136,186	247,958	198,224	249,315	205,655	83,388
Total I	83,637	105,464	91,099	113,494	105,652	83,388
Less "mothball" costs	-5,782	-12,293	-7,579	-14,370	-7,915	-
TOTAL III	$ 77,855	93,171	83,520	99,124	97,737	83,388

	"A" Middle School	"B" Middle School
Vice-Principal	$ 43,264	$ 47,576
	37,514	41,827
	2,516*	2,516
	58,614	58,614
Department Head Increment	5,641	5,641
Activity Increment	3,643	3,643
Athletic Increment	13,825	13,825
Supervision Increment	2,300	2,300
UTILITIES		
Heating	17,100	18,660
Lighting	10,306	3,038
Water	1,208	2,422
Sewer	235	963
Garbage	700	700
Phone	3,016	2,894
	6,646	9,675
	2,800	3,050
	740	850
	725	900
	121	121
	210,914	219,215
	264,739	276,909
	$ 475,653	$ 496,124
	210,914	219,215
	-18,440	-18,216
	$ 192,474	$ 200,999

TOTAL I SAVINGS $ 1,012,863

TOTAL II SAVINGS $ 2,092,503

TOTAL III SAVINGS $ 928,268

Assumptions

Principal and Vice Principal Salaries -

These figures are equal to salary + fringe benefits + fixed charges. The low junior high principal and vice principal salaries were used in school "A" and the medium salaries for school "B".

*Secretaries -

This figure is the 2nd year savings as explained in Mr. Williams, Director of Personnel, memo to the Task Force.

Custodian -

These figures are equal to the average salary + fringe benefits + fixed charges. 3.5 custodians was used as an average in each junior high building.

Utilities -

These figures are the actual costs for the 1979-80 school year and do not reflect increased rates.

Maintenance costs -

These figures are an average for the 1978-79 and 1979-80 school years. The figures do not include "major projects", but reflect routine maintenance.

Lease revenue -

The lease revenue is figured on a $.55 per square foot figure x 12 for a yearly cost. Local realtors projected 50¢ to 75¢ as figures used for current lease of office space in suburban Eugene. Square footage of each school is fugured on the primary educational space (classrooms) plus educational ancillary space (gym, mp, library, etc.) - - - does not include support ancillary space or maintenance ancillary space.

Mothball Costs -

This figure includes the heating, lighting, water and sewer costs, plus $ 3000 per jr. high building to cover windows with plywood. This does not include manpower costs for labor in covering windows and keeping routine maintenance on building that is unused.

School Closure Task Force
MJB
4/20/81

SCHOOL CLOSURE TASK FORCE

K-6, 7-8

Projected Financial Savings (10-year period, 1981-1991)

Savings from Closing, Total I		Savings from Leasing Total II		Savings from Mothballing, Total III	
Year 1	$ 1,012,863	Year 1	$ 2,092,503	Year 1	$ 928,268
Year 2	1,012,863	Year 2	2,092,503	Year 2	928,268
	101,286		209,250		92,826
	1,114,149		2,301,753		1,021,094
Year 3	1,114,149	Year 3	2,301,753	Year 3	1,021,094
	111,414		230,175		102,109
	1,225,563		2,531,928		1,123,203
Year 4	1,225,563	Year 4	2,531,928	Year 4	1,123,203
	122,556		253,192		112,320
	1,348,119		2,785,120		1,235,523
Year 5	1,348,119	Year 5	2,785,120	Year 5	1,235,523
	134,811		278,512		123,552
	1,482,930		3,063,632		1,359,075
Year 6	1,482,930	Year 6	3,063,632	Year 6	1,359,075
	148,293		306,363		135,907
	1,631,223		3,369,995		1,494,982
Year 7	1,631,223	Year 7	3,369,995	Year 7	1,494,982
	163,122		336,999		149,498
	1,794,345		3,706,994		1,644,480
Year 8	1,794,345	Year 8	3,706,994	Year 8	1,644,480
	179,434		370,699		164,448
	1,973,779		4,077,693		1,808,928
Year 9	1,973,779	Year 9	4,077,693	Year 9	1,808,928
	197,377		407,769		180,892
	2,171,156		4,485,462		1,989,820
Year 10	2,171,156	Year 10	4,485,462	Year 10	1,989,820
	217,115		448,546		198,982
	2,388,271		4,934,008		2,188,802
TOTAL	$ 14,802,398		$ 33,349,088		$ 14,794,175

Assumptions:

Figures for total savings are figured for a 10 year period with a 10% increase per year. It is also assumed that all schools are either mothballed or leased for the entire period.

MJB
5/14/81

SCHOOL CLOSURE TASK FORCE

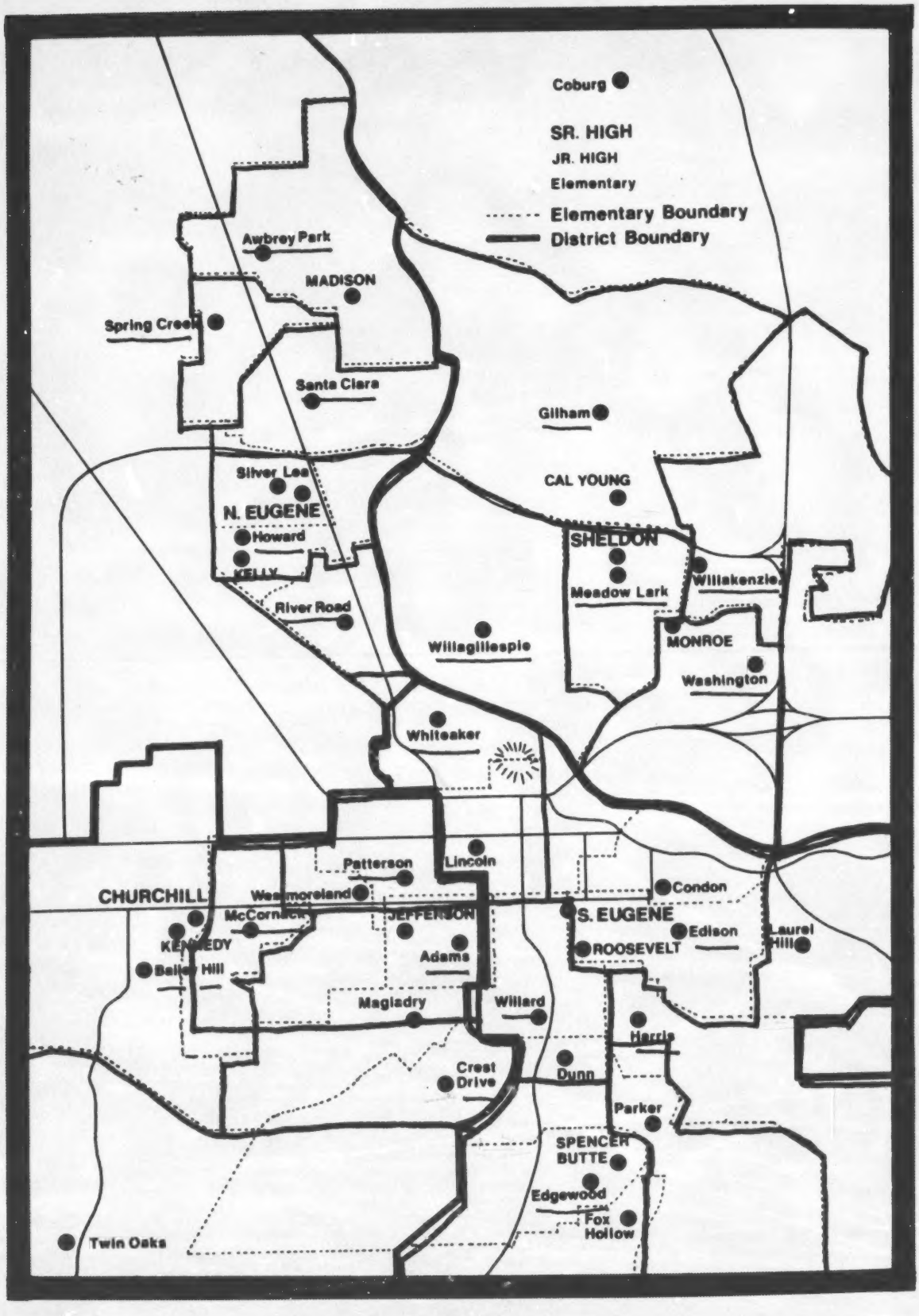
K-5, 6-8 as Revised 5/7/81
(excludes Lincoln)

Projected Financial Savings (10 year period, 1981-1991)

Savings from Closing, Total I		Savings from Leasing, Total II		Savings from Mothballing, Total III	
Year 1	$ 810,301	Year 1	$ 1,640,892	Year 1	$ 647,466
Year 2	810,301	Year 2	1,640,892	Year 2	647,466
	81,030		164,089		64,746
	891,332		1,804,981		712,212
Year 3	891,332	Year 3	1,804,981	Year 3	712,212
	89,133		180,498		71,221
	980,465		1,985,479		783,433
Year 4	980,465	Year 4	1,985,479	Year 4	783,433
	98,046		198,547		78,343
	1,078,511		2,184,026		861,776
Year 5	1,078,511	Year 5	2,184,026	Year 5	861,776
	107,851		218,402		86,177
	1,186,362		2,402,428		947,953
Year 6	1,186,362	Year 6	2,402,428	Year 6	947,953
	118,636		240,242		94,795
	1,304,998		2,642,670		1,042,748
Year 7	1,304,998	Year 7	2,642,670	Year 7	1,042,748
	130,499		264,267		104,274
	1,435,497		2,906,937		1,147,022
Year 8	1,435,497	Year 8	2,905,937	Year 8	1,147,022
	143,549		290,693		114,702
	1,579,046		3,197,630		1,261,724
Year 9	1,579,046	Year 9	3,197,630	Year 9	1,261,724
	157,904		319,763		126,172
	1,736,950		3,517,393		1,387,896
Year 10	1,736,950	Year 10	3,517,393	Year 10	1,387,896
	173,695		351,739		138,789
	1,910,645		3,869,132		1,526,685
TOTAL	$ 12,103,806		$ 26,151,568		$ 9,465,915

Assumptions·

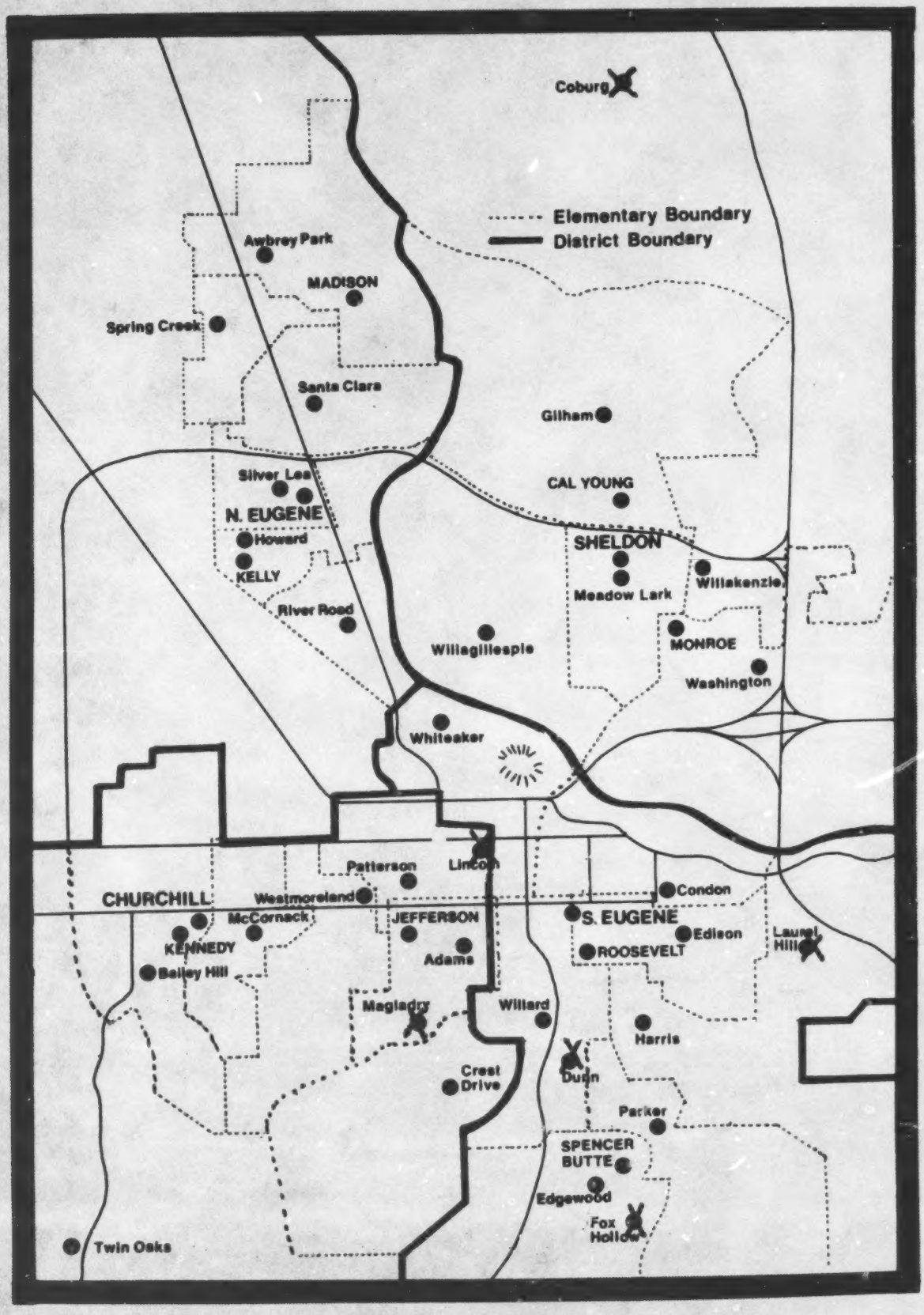
Figures for total savings are figured for a 10 year period with a 10% increase per year. It is also assumed that all schools are either mothballed or leased for the entire period.


Coburg
SR. HIGH
JR. HIGH
Elementary
Elementary Boundary
District Boundary
Awbrey Park
MADISON
Spring Creek
Santa Clara
Gilham
Silver Lea
N. EUGENE
Howard
KELLY
CAL YOUNG
SHELDON
Meadow Lark
Willakenzie
River Road
Willagillespie
MONROE
Washington
Whiteaker
Patterson
Lincoln
CHURCHILL
Westmoreland
Condon
McCornack
JEFFERSON
S. EUGENE
Edison
Laurel Hill
KENNEDY
ROOSEVELT
Adams
Magladry
Willard
Harris
Crest Drive
Dunn
Parker
SPENCER BUTTE
Edgewood
Fox Hollow
Twin Oaks

B-26

K-6, 7-8 Model

(Elementary Boundaries)



X = Recommended for Closure

#85

School Closure Task Force
Eugene School District 4J
200 North Monroe
Eugene, Oregon 97402

Dear Principals, Advisory Councils and Neighborhood Groups,

The Eugene District 4J School Closure Task Force will be holding public hearings on recommendations for school closure involving two grade organizations: model 1 - Grades K-5, 6-8; and model 2 - Grades K-6, 7-8. The Task Force has received regular written communications from a number of affected school communities. We want to provide an opportunity for groups representing a school to provide the Task Force with additional information for consideration prior to the Task Force making its final recommendations the latter part of May.

Because of time constraints, we may be required to limit testimony from groups representing each school. If there is more than one group per school, we recommend that you consolidate your efforts. The amount of time will be determined by the number of schools to be heard and the number of hearings available.

If your group(s) wish to present information to the Task Force, please complete the form below and return to the Task Force office by April 8, 1981.

Respectfully,

M. J. Brott
Administrative Liaison

MJB/ch

* *

School Closure Task Force
200 North Monroe
Eugene, Oregon 97401

The _____ would like to present information to the
(School group)
School Closure Task Force at its public hearing. We would like approximately

_____ to present our material. We will/will not provide 30 copies of
(minutes) (circle one)
printed material for the Task Force.

_____
Signature of Contact Person

SCHOOL CLOSURE TASK FORCE

Comparison, First Grade Enrollment with Lane County Births

Year	Births	Actual 4J 1st Graders	%
1944	1663	778	46.78
1945	1615	822	50.90
1946	2159	923	42.75
1947	2830	1285	43.40
1948	3028	1151	38.01
1949	3022	1178	38.98
1950	3314	1218	36.75
1951	3499	1228	35.09
1952	3807	1282	33.67
1953	3944	1491	37.80
1954	3719	1495	40.20
1955	3678	1499	40.76
1956	3578	1522	42.54
1957	3496	1641	46.94
1958	3298	1712	51.91
1959	3667	1796	48.98
1960	4096	1999	48.80
1961	3965	1917	48.35
1962	3983	1965	49.33
1963	3685	1722	46.73
1964	3564	1620	45.45
1965	3721	1514	40.69
1966	3738	1545	41.33
1967	3325	1592	47.88
1968	3362	1457	43.34
1969	3577	1599	44.70
1970	3635	1656	45.56
1971	3455	1549	44.83
1972	3276	1387	42.34
1973	3260	1322	40.55
1974	3357	1295	38.58
1975	3339		
1976	3575		
1977	3914		
1978	4110		
1979	4257		
1980			

Prepared by:
Charles Stevens
4/29/81

PROGRAM CAPACITY AND UNADJUSTED CAPACITY

COMPARED TO K-5 FTE

	Unadj.	P.C.	FTE
Adams	488	428	409
Bailey Hill**	475	440	288
Crest Dr.**	270	250	286
McCornack**	495	495	427
Patterson	400	365	323
Twin Oaks	300	290	254
	2408	2268	1987
Gilham**	350	300	301
Meadow Lark	550	501	348
Washington**	573	537	352
Willag.	478	411	348
Willak.	414	334	270
	2365	2083	1619

	Unadj.	P.C.	FTE
Awbrey Park**	625	575	449
Howard	566	481	319
River Road	573	503	297
Silver Lea	496	461	338
Spring Creek	500	465	388
	2760	2485	1791
Edgewood	496	451	413
Edison	370	326	275
Harris****	420	362	357
Parker*	425	328	252
Whiteaker	319	269	245
Willard	475	405***	357
	2450	2141	1899

	Churchill	North	Sheldon	South
Unadjusted "student slots" =	421	969	746	551
Program Capacity "student slots" =	281	694	464	242

	Unadj.	P.C.	FTE
Kennedy	600	590	659
Jefferson	797	763	595
	1397	1353	1254
Spencer Bte.	680	670	489
Roosevelt	844	814	558
	1524	1484	1047

	Unadj.	P.C.	FTE
Monroe	529	505	401
Cal Young	620	576	558
	1149	1081	959
Kelly	745	735	515
Madison	748	738	646
	1493	1473	1161

	Churchill	North	Sheldon	South
Unadjusted "student slots" =	143	332	190	477
Program Capacity "student slots" =	99	312	122	437

P.C. = Program Capacity
Unadj. = Unadjusted Capacity
FTE = Full Time Equivalent
* Includes hearing impaired
** Have existing portables
*** Does not include space for English As A Second Language
**** Does not include hearing impaired

MJB
4/24/81

PROGRAM CAPACITY AND UNADJUSTED CAPACITY

COMPARED TO K-6 FTE

	Unadj.	P.C.	FTE
Adams	488	428	383
Bailey Hill**	475	440	387
Crest Drive**	250	250	273
McCornack**	495	495	437
Patterson	440	365	303
Twin Oaks	300	290	296
Westmoreland	425	365	417
	2873	2633	2496

	Unadj.	P.C.	FTE
Awbrey Park**	625	575	499
Howard	566	481	382
River Road	573	503	299
Santa Clara	468	403	337
Silver Lea	496	461	337
Spring Creek	500	465	345
	3228	2888	2199

Gilham**	350	300	295
Meadow Lark	550	501	489
Washington**	573	537	438
Willag.	498	411	414
Willak.	414	334	326
	2385	2083	1962

Condon	341	302	304
Edgewood	496	451	481
Edison	370	326	341
Harris	420	334***	312
Parker	425	362	330
Whiteaker	319	269	242
Willard	420	330*	286
	2791	2374	2296

	Churchill	North	Sheldon	South
Unadjusted "student slots" =	377	1029	423	495
Program Capacity "student slots" =	137	689	121	78

* Includes English As A Second Language - 3 classes
** Have portables
*** Includes hearing impaired

MJB
4/24/81

PROGRAM CAPACITY AND UNADJUSTED CAPACITY

COMPARED TO K-5 FTE

	Unadj.	P.C.	FTE
Adams	488	428	409
Bailey Hill**	475	440	288
Crest Dr.**	270	250	286
McCornack**	495	495	427
Patterson	400	365	323
Twin Oaks	300	290	254
	2408	2268	1987
Gilham**	350	300	301
Meadow Lark	550	501	348
Washington**	573	537	352
Willag.	478	411	348
Willak.	414	334	270
	2365	2083	1619

	Unadj.	P.C.	FTE
Awbrey Park**	625	575	449
Howard	566	481	319
R ver Road	573	503	297
S.lver Lea	496	461	338
Spring Creek	500	465	388
	2760	2485	1791
Edgewood	496	451	413
Edison	370	326	275
Condon	341	302	289
Harris****	420	362	357
Parker*	425	328	252
Whiteaker	319	269	245
Willard	475	405***	357
	2791	2442	2188

	Churchill	North	Sheldon	South
Unadjusted "student slots" =	421	969	746	603
Program Capacity "student slots" =	281	694	464	254

	Unadj.	P.C.	FTE
Kennedy	600	590	659
Jefferson	797	763	595
	1397	1353	1254
Spencer Bte.	680	670	489
Roosevelt	844	814	558
	1524	1484	1047

	Unadj.	P.C.	FTE
Monroe	529	505	401
Cal Young	620	576	558
	1149	1081	959
Kelly	745	735	515
Madison	748	738	646
	1493	1473	1161

	Churchill	North	Sheldon	South
Unadjusted "student slots" =	143	332	190	477
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P.C. = Program Capacity
Unadj. = Unadjusted Capacity
FTE = Full Time Equivalent
* Includes hearing impaired
** Have existing portables
*** Does not include space for English As A Second Language
**** Does not include hearing impaired

MJB
Revised 5/8/81

SCHOOL CLOSURE TASK FORCE

250 ENROLLMENT - Large vs Small School - EDUCATIONAL BENEFITS

I. Grouping for Instruction

A. Cross-grade groupings, with B-T-B to reduce class size and performance span within an instructional group.

Larger school provides 2 - 3 classes per grade and sufficient specialists to run a "back-side" program.

Students can be organized in B-T B groups, performance grouped and - - received "x" minutes of instruction at their level of learning directly by the teacher. Ratio 8 - 12 per teacher.

Allows for grouping in math with specialist.

B. Small School

Cross grade grouping is limited, little if any specialists for "backside".

Students are instructed in home-room setting, creates 20-25 class.

Little math grouping potential

Instructional group

Range of student performance is large -- this many groups in same room, student direct instruction time is reduced.

Lots more "independent study" time is necessary.

II. Specialist

Elementary teachers have a great deal of difficulty meeting student needs in reading, math, writing, spelling, handwriting, health, science, social studies, career ed, envir. ed., P.E., music and art, library and research skills.

- Specialists in PE, music, and/or art, provide assistance in reading and counseling can relieve the teacher for more efficient planning and instruction in other areas.
- Specialist provides a higher degree of instructional expertise.
- Allow for instructional flexibility thru B-T-B, performance grouping, etc.

III. Behavior Management

Large school allows:

- Several classes at one level for placement of students.
- Provides a variety of teaching "expertise" to help meet diverse student needs
- Provides specialist help in counseling, media, and reading to meet particular needs -- i.e. reading, IEP's, classroom help, inservice, student programs.

Smaller school is without or greatly reduced potential.

IV. Materials

Large school has generally more:

- Selection of textbooks
- Reference books
- Library books
- A-V material and equipment
- PE equipment
- Special equipment - - calculators, computers, etc.
- Larger budget provides more flexibility i.e.:

414 x 64 = $26,496
133 x 64 = $ 8,512

MJB
5/6/81

SCHOOL CLOSURE TASK FORCE

250 ENROLLMENT - Large vs Small School - EDUCATIONAL BENEFITS

133 Enrollment
7.5 teachers allocation

Grade	Students	Teachers
K	14	.5
1	15)	
2	15)	3.0
3	18)	
4	23	1.0
5	24	1.0
6	31	1.0
		6.5

1.1 for auxillary staff
PE, music, media
counseling, reading

190 Enrollment
10.0 teachers allocated

Grade	Students	Teachers
K	32	1.0
1	32)	3.0
2	33)	
3	37)	3.0
4	25)	
5	20	1.0
6	29	1.0
		9.0

1.0 for auxillary staff

249 Enrollment
13.6 teachers allocation

Grade	Students	Teachers
K	38	1.0
1	37)	3.0
2	42)	
3	50	2.0
4	37	2.0
5	38)	3.0
6	26)	
		11.0

2.6 for auxillary staff

414 Enrollment
21.8 teachers allocated

Grade	Students	Teachers
K	68	1.5
1	60	3.0
2	65	3.0
3	61	3.0
4	65	3.0
5	63)	5.0
6	66)	
		18.5

3.3 for auxillary staff

MJB
5/6/81

APPENDIX C

Food Services
Special Education
Public Information
Staffing Projections

APPENDIX C

School Closure Impact on Food Services.....C-1

Special Education.. .....C-2

List of Public Relations/Information Sessions C-3

School Closure Staffing Projections.....C-4

SCHOOL CLOSURE IMPACT ON FOOD SERVICES

The projections arrived at are based on a 70% participation at the Elementary grade level, excluding kindergarten, and 60% participation at the middle school level. They do not include any variances that could potentially arise if federal reimbursement rates would be cut and lunch prices were increased. Personnel at the middle school is assigned on the assumption that a limited choice type menu would be followed which is the type menu that is offered at other school districts and which has been experimented with at Monroe and Cal Young. A food service operation should prove to be self-supporting if over 250 meals per unit are served.

REDUCTION IN FORCE

Total Labor Hours	Reduction	Addition	Difference
Elementary	112	5	107
Junior High	37	0	37
			-144 hours

Personnel Positions

Elementary			
Trans Mgr	4		4
Manager	5		5
Asst. Mgr	4		4
Assistant	6		6
Aides	5	1	4
TOTAL ELEM. EMPLOYEES			-23
Junior High			
Trans. Mgr			
Manager			
Asst. Mgr			
Assistant	16		
Aides		16	
TOTAL JR HI EMPLOYEES			-0-
TOTAL JR HI AND ELEMENTARY			-23 employees

Prepared by:
Hope Thomsen
Food Services

School Closure Task Force
4/13/81

(K-5 Model)

Churchill Region	Total Projected FTE	Projected Participation in Lunch Program
Adams	303	279 x 65% = 181 - 195
Bailey Hill	305	271 x 75% = 203 - 190
Crest Drive	286	267 x 67% = 179 - 187
McCornack	427	393 x 63% = 248 - 276
Patterson	333	315 x 74% = 233 - 221
Twin Oaks	207	192 x 67% = 129 - 135
	1861	
North Region		
Awbrey Park	399	365 x 66% = 241 - 256
Howard	476	450 x 69% = 311 - 315
River Road	368	349 x 74% = 258 - 245
Santa Clara	322	302 x 71% = 215 - 212
Spring Creek	287	287 x 69% = 182 - 185
	1852	
Sheldon Region		
Gilham	283	263 x 70% = 184 - 185
Meadow Lark	348	315 x 64% = 202 - 221
Washington	352	321 x 73% = 235 - 225
Willagillespie	348	320 x 71% = 227 - 224
Willakenzie	288	267 x 73% = 195 - 187
	1619	
South Region		
Edgewood	433	417 x 69% = 288 - 292
Edison	305	287 x 67% = 193 - 201
Harris Eastside	309	298 x 68% = 202 - 209
Parker	252	240 x 72% = 173 - 168
Whiteaker	280	264 x 84% = 223 - 185
Willard M.Arts	385	374 x 85% = 318 - 262
	1964	

School Closure Task Force
MJB
4/13/81

FOOD SERVICE PROJECTED PLACEMENT

3/12/81

SCHOOL	1980-81	1981-82	Total Reduction
Adams: 195			
Manager	6 1/2	7	
Asst. Mgr	6	6	
Asst.	4		1 Asst.
Total Hours	16 1/2	13	- 3 1/2 hrs
Awbrey Park: 256			
Manager	6 1/2	7	
Asst Mgr	6 1/2	6 1/2	
Asst.1	4		
Aide	3	3	1 Asst.
Total Hours	20	16 1/2	- 3 1/2 hrs.
Bailey Hill: 190			
Manager	7	7	
Asst. Mgr	6	6	
Aide	3 1/2		1 Aide
Total Hours	16 1/2	13	- 3 1/2
Condon:			
Manager	6 1/2		1 Mgr
Asst. Mgr	6 1/2		1 Asst. Mgr
Asst.			
Aide			
Total Hours	13		- 13 hrs.
Coburg:			
Manager	6		1 Mgr
Asst. Mgr			
Asst.	4		1 Asst.
Aide			
Total Hours	10		- 10 hrs.
Crest Drive: 187			
Manager	3 1/2	3 1/2	
Asst. Mgr			
Asst.			
Aide	3	3	
Total Hours	6 1/2	6 1/2	-0-
Dunn:			
Manager	4		1 Trans Mgr
Asst. Mgr			
Asst.			
Aide	3		1 Aide
Total Hours	7		- 7 hrs.

SCHOOL	1980-81	1981-82	Total Reduction
Edgewood: 292			
Manager	6 1/2	6 1/2	
Asst. Mgr	6	6	
Asst.			
Aide	3	3	
Total Hours	15 1/2	15 1/2	-0-
Edison: 201			
Manager	6 1/2	7	
Asst. Mgr	6	6	
Asst.			
Aide	3 1/2		1 Aide
Total Hours	16	13	- 3 hrs.
Parker: 168			
Manager	4 1/2	4 1/2	
Asst. Mgr			
Asst.			
Aide	3 1/2	3 1/2	
Total Hours	8	8	-0-
Fox Hollow:			
Manager	4		1 Trans Mgr
Asst. Mgr			
Asst.			
Aide			
Total Hours	4		- 4 hrs.
Willard: 262			
Manager	6	7	
Asst. Mgr	5 1/2	6 1/2	
Asst.			
Aide	3	3	
Total Hours	14 1/2	16 1/2	+ 2 hrs.
Gilham: 185			
Manager	4	3 1/2	
Asst. Mgr			
Asst.			
Aide	3	3	
Total Hours	7	6 1/2	- 1 1/2
Harris· 209			
Manager	6 1/2	7	
Asst. Mgr	6	6	
Asst. Aide			
Total Hours	12 1/2	13	+ 1

SCHOOL	1980-81	1981-82	Total Reduction
Howard: 315			
Manager	6 1/2	7 1/2	
Asst. Mgr	6	7	
Asst.	5		
Aide		3	
Total Hours	17 1/2	17 1/2	-0-
Patterson: 221			
Manager	4	5	
Asst. Mgr			
Asst.			
Aide	3	3	
Total Hours	7	8	+ 1
Laurel Hill:			
Manager	6 1/2		1 Mgr
Asst. Mgr			
Asst.			
Aide			
Total Hours	6 1/2		- 6 1/2 hrs.
Lincoln:			
Manager	4		1 Trans Mgr
Asst. Mgr			
Asst.			
Aide	3		1 Aide
Total Hours	7		- 7 hrs.
McCornack: 276			
Manager	5	5	
Asst. Mgr			
Asst.			
Aide	3 - 3	3 - 3	
Total Hours	11	11	-0-
Meadow Lark: 221			
Manager	7	6	
Asst. Mgr	6 1/2	5 1/2	
Asst.			
Aide	3	3	
Total Hours	16 1/2	14 1/2	- 2 hr.
River Road: 245			
Manager	6 1/2	6 1/2	
Asst. Mgr	5 1/2	6	
Asst.			
Aide	3 1/2	3	
Total Hours	15 1/2	15 1/2	-0-

SCHOOL	1980-81	1981-82	Total Reduction
Santa Clara: 245			
Manager	6 1/2	6 1/2	
Asst. Mgr	5 1/2	6	
Asst.			
Aide	3 1/2	3	
Total Hours	16	14 1/2	- 1 1/2 hrs.
Silver Lea:			
Manager	6 1/2		1 Mgr.
Asst. Mgr	5 1/2		1 Asst. Mgr.
Asst.	4		1 Asst.
Aide			
Total Hours	16 1/2		- 16 1/2 hrs.
Spring Creek: 185			
Manager	6	7	
Asst. Mgr	6	6	
Asst.			
Aide -	3		1 Aide
Total Hours	15	13	- 3
Magladry:			
Manager	4		1 Trans Mgr
Asst. Mgr			
Asst.			
Aide			
Total Hours	4		- 4
Twin Oaks: 135			
Manager	6	5 1/2	
Asst. Mgr	5		1 Asst. Mgr
Asst.			
Aide		3	
Total Hours	11	8 1/2	- 2 1/2
Washington: 225			
Manager	6 1/2	6	
Asst. Mgr	6 1/2	5 1/2	
Asst.	4		1 Asst.
Aide	3	3	
Total Hours	20	14 1/2	- 5 1/2
Westmoreland:			
Manager	7		1 Mgr
Asst. Mgr	6		
Asst.			1 Asst.
Aide			
Total Hours	13		- 13 hrs.

SCHOOL	1980-81	1981-82	Total Reduction
Whiteaker: 185			
Manager	4	5	
Asst. Mgr			
Asst.			
Aide	3	3	
Total Hours	7	8	+ 1
Willagillespie: 224			
Manager	6 1/2	6	
Asst. Mgr	6 1/2	6 1/2	
Asst.	4		
Aide		3	
Total Hours	17	14 1/2	- 2 1/2
Willakenzie: 187			
Manager	5	5	
Asst. Mgr			
Asst.			
Aide	3	3	
Total Hours	8	8	
Cal Young: 335			
Manager	6	6	
Asst. Mgr			
Asst.			
Aide	3-3-3	3-3-3	
Total Hours	15	15	
Kelly: 309			
Manager	8	7	
Asst. Mgr	6 1/2	6	
Asst.	5 - 4 1/2		2 Asst.
Aide		3-3	2 Aides
Total Hours	24	19	- 5 hrs.
Jefferson: 357			
Manager	8	7	
Asst. Mgr	6 1/2	6 1/2	
Asst.	5 1/2 - 5 1/2		- 2 Asst.
Aide	3 1/2	3-3-3	+ 2 Aide
Total Hours	29	22 1/2	- 6 1/2
Kennedy: 396			
Manager	5	6	
Asst. Mgr			
Asst.	4 1/2 - 4 1/2		- 2 Asst.
Aide	3 1/2	3-3-3	+ 2 Aide
Total Hours	17 1/2	15	- 2 1/2

SCHOOL	1980-81	1981-82	Total Reduction
Madison: 388			
Manager	8	7 1/2	
Asst. Mgr	7 1/2	6 1/2	
Asst.	4½ - 6 - 5		- 3 Asst.
Aide		3-3-3	+ 3 Aide
Total Hours	31	23	- 8
Monroe: 241			
Manager	6	6	
Asst. Mgr			
Asst.	4 - 4 1/2		- 2 Asst.
Aide		3 - 3	+ 2 Aide
Total Hours	14 1/2	12	- 2 1/2
Roosevelt: 436			
Manager	8	7 1/2	
Asst. Mgr	7 1/2	7	
Asst.	6 - 5 - 4½		- 3 Asst.
Aide		3-3-3	+ 3 Aide
Total Hours	31	23 1/2	- 7 1/2
Spencer Butte: 294			
Manager	8	8	
Asst. Mgr	7 1/2	7 1/2	
Asst.	6½ - 5½ - 4½	5 1/2	- 2 Asst.
Aide		3 - 3	+ 2 Aide
Total Hours	32	27	- 5

SCHOOL CLOSURE TASK FORCE
K-5, 6-8 Potential Equipment Excess

SCHOOL	Equipment	Purchase Date	Purchase Price	Replacement Price	Value
CONDON	Koch Refg.	1967	1,025	1,669	500
	LaCrosse Freezer	1972	405	653	300
	Range	10/78	1,196	1,607	1,000
	½ Hot Cart	1/75	450	784	450
	Dishwasher	1974	1,880	2,500	1,800
	Mixer, 20 qt.	1967	525	855	300
	" 5 qt.	1968	125	202	25
	Cart, 3 tier	1967	66	88	50
	" 2 tier	1967	85	114	50
	Conv. oven	11/75	1,675	2,251	1,600
	Bake rack	12/76	135	181	100
COBURG	Double Oven	1966	535	878	200
	Range	1966	350	575	150
	Conv. Oven	1/73	1,546	2,493	1,500
	Refg.	3/73	1,096	1,767	1,000
	Freezer (Old)	1968	351	576	200
	Dishwasher	1964	1,000	1,500	
	Mixer, Home size	1966	40	64	10
	Mixer, 30 qt.	7/74	1,119	1,804	1,000
	Cart, 1 tier	2/67	142	192	30
DUNN	Refg.	11/74	1,870	3,015	1,800
	Freezer (0-Freeze)	1966	351	576	150
	Conv. Oven	1963	700	1,200	700
	Mixer, 20 qt.	1966	536	881	200
	Hot Cart	1/80	796	796	800
	Dishwasher	8/79	2,156	2,156	2,000
	Cart, 2 tier	1966	60	82	30
FOX HOLLOW	Koch Refg.	9/67	945	1,523	900
	Hot Cart	9/67	569	916	700
	Oven, Conv.	8/67	868	1,399	800
	Carts, 2	10/67	216	354	100
LAUREL HILL	Range	1966	497	816	200
	Oven	1966	325	533	150
	Deck oven	2/72	476	767	200
	Lang oven	1974	325	524	150
	Refg.	1966	700	1,150	200
	Freezer	9/69	390	628	200
	Mixer, 20 qt.	1966	536	881	200
	Cart, 3 tier	1966	75	102	30
	Cart, 2 tier	1970	40	54	30
	Dishwasher	1973	1,880	2,500	1,800
	Table	1966	50	68	25

SCHOOL	Equipment	Purchase Date	Purchase Price	Replacement Price	Value
LINCOLN	Range-oven	1967	497	809	225
	Conv. oven	1967	850	1,384	400
	Freezer	1970	466	750	500
	Refg.	3/73	1,096	1,767	900
	Dishwasher	9/69	1,377	2,156	1,000
	Cart, 3 tier	1967	66	88	30
	Cart, 2 tier	1967	105	142	50
	Cart, 3 tier	1967	45	60	20
	Prep.table/rack	1967	125	208	100
	Bake rack	1967	74	99	50
MAGLADRY	Range/oven	1966	497	816	100
	Refg. 3 door	1966	700	1,150	200
	Freezer-8 CF	1/78	300	403	150
	Hot Cart	10/78	943	1,267	700
	Cart, 2 tier	1966	60	82	30
SANTA CLARA	Range/oven	1966	497	816	250
	Oven	1966	325	533	150
	Oven	1966	310	508	150
	Conv. oven	1972	1,383	2,229	1,300
	Refg. 5 door	1966	1,025	1,684	700
	Freezer	1966	351	576	150
	Mixer	1966	536	881	200
	Hot Cart	10/78	943	1,267	900
	Dishwasher	9/79	2,199	2,199	2,000
	Cart, 2 tier	1966	60	82	30
WESTMORELAND	Range	12/72	874	1,408	900
	Conv. oven	1/73	1,546	2,493	1,500
	Freezer	1970	466	750	500
	Refg.	11/74	1,870	3,015	1,800
	Refg.	1967	583	959	300
	Mixer, 20 qt.	1966	536	881	250
	Hot Cart	10/74	676	1,090	600
	Cart, 3 tier	1966	60	82	30
	Cart, 2 tier	1966	15	20	15
	Bake rack	6/66	90	122	45
	Dishwasher	9/63	1,000	1,900	900
	Cart, 2 tier	12/76	75	101	70
TOTALS			$ 50,731	76,441	38,825

Prepared by Hope Thomsen
Food Services
Eugene School District 4J
4/21/81

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

RECOMMENDATIONS AND COMMENTS - SPECIAL EDUCATION PROGRAMS K-6, 7-8 MODEL

Prepared for the School Closure Task Force by David R. Piercy, Coordinator
Special Education

May 4, 1981

CHURCHILL REGION

Programs displaced: None

School	Program Requirements
Adams	1 - Resource Room - Mildly Handicapped
Bailey Hill	1 - Resource Room - Mildly Handicapped
Crest	None
McCornack	None
Patterson	1 - Resource Room - Mildly Handicapped
Twin Oaks	1 - Resource Room - Mildly Handicapped
Westmoreland	2 - Self Contained[1] - Mildly Handicapped
	1 - Resource Room - Mildly Handicapped

[1] The two self-contained classrooms at Westmoreland can be placed in any building in the Churchill Region with a resource room, but must remain together. They also should be accessible to bus transportation. It should be noted that one self contained program has operated successfully at Westmoreland for several years.

NORTH REGION

Programs displaced: None

School	Program Requirements
Awbrey Park	1 - Resource Room - Mildly Handicapped
Howard	1 - Resource Room - Mildly Handicapped
River Road	1 - Self Contained[1] - Mildly Handicapped
Santa Clara	2 - Self Contained[2] - Mildly Handicapped
	1 - Resource Room - Mildly Handicapped
Silver Lea	1 - Resource Room - Mildly Handicapped
Spring Creek	1 - Resource Room - Mildly Handicapped

[1] The self contained classroom at River Road can be placed in any building in the North Region but strong consideration should be given to keeping it at River Road. It should be readily accessible to bus transportation.

[2] The two self contained classes at Santa Clara can be placed in any building in the North Region with a resource room, but must remain together. Programs have operated successfully at Santa Clara. They should be readily accessible to bus transportation.

SHELDON REGION

Programs displaced: None

School	Program Requirements
Gilham	None
Meadow Lark	1 - Resource Room - Mildly Handicapped[1] 1 - TMR Classroom
Washington	1 - Resource Room - Mildly Handicapped 1 - ½ Day Kindergarten[2] - Mildly Handica
Willagillespie	1 - Self Contained - Orthopedically Imp 1 - Resource Room - Hearing Impaired
Willakenzie	1 - Resource Room - Mildly Handicapped 2 - Self Contained - Mildly Handicapped

1 The TMR classroom at Meadow Lark can be placed in either the North or Sheldon Regions. It should be noted that this classroom has been successful at Meadow

2 The ½ day Kindergarten program can be placed in any school in the North or Sh Regions. However, it has operated very successfully at Washington for several years. It should be readily accessible to bus transportation.

3 The two programs at Willagillespie can be placed in any building in the Sheld Region together or separately. Special classroom arrangements are required fo the programs and we know they are available at Willagillespie. They should be readily accessible to bus transportation.

4 The two self contained programs at Willakenzie can be placed in any building i the Sheldon Region with a resource room, but must remain together. It is high recommended that these programs remain at Willakenzie - it has been a center o programs for many years. They should be readily accessible to bus transportat

SOUTH REGION

Programs displaced: Dunn - 2 Self Contained classrooms for Language Impaired

Laurel Hill - 1 TMR classroom
1 - Orthopedically Impaired classroom
1 - Self Contained - Language Impaired class

School	Program Requirements
Condon/Magnet Arts	1 - TMR classroom[1]
Edgewood	1 - Self Contained - Language Impaired[2]
Edison/Eastside	None
Harris	1 - Resource Room - Mildly Handicapped 2 - Self Contained - Hearing Impaired[3]
Parker	1 - TMR classroom 1 - Resource Room - Mildly Handicapped[4] 1 - Primary Self Contained 1 - Hearing Impaired - Resource Room[5]
Whiteaker	None
To be placed[7]	1 - TMR classroom 1 - Orthopedically Impaired

1 The TMR classrooms at Condon and Parker can be placed in any school in the South or Churchill Regions. Both of them have operated successfully at their current sites for many years. They should be readily accessible to bus transportation.

2 The Self Contained Program can be placed in any building in the South or Churchill Regions but should be readily accessible to bus transportation.

3 It is strongly recommended these Hearing Impaired Programs remain at Harris. Two classrooms and office space have been available there. The classrooms are specially equipped for the hearing impaired and federal funds have been used to remodel space especially for this population.

4 The Primary Severely Handicapped Program at Parker can be placed in any building but very careful consideration must be given to its proximity to the bus garage.

5 The Hearing Impaired Programs at Parker and Willard can be in any school with good access to transportation in the South or Churchill Regions. They have both operated extremely well in their current sites.

6 The two Self Contained Classrooms at Willard can be placed in any building in the South Region with a resource room but must remain together. They need good access to bus transportation. Willard is highly recommended.

7 The two programs can be placed in any building in the South or Churchill Regions which are (1) accessible to transportation, (2) and adapted for use by severely handicapped students in wheel chairs.

COMMENTS ABOUT JUNIOR HIGHS

Each junior high will have a resource room for the mildly handicapped.

Other Program Requirements:

Roosevelt has in addition two self contained classrooms for the Mildly Handicapped and two for the Hearing Impaired. It is recommended these continue in this building.

Jefferson has one TMR classroom and one self contained for the Mildly Handicapped. They can be placed in any junior high school other than Roosevelt. It is highly recommended they continue at Jefferson.

Monroe has one TMR classroom and one self contained for autistic children (81-82). These two programs must be in the same junior high school.

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

RECOMMENDATIONS AND COMMENTS - SPECIAL EDUCATION PROGRAMS K-5, 6-8 MODEL

Prepared for the School Closure Task Force by David R. Piercy, Coordinator
Special Education

May 4, 1981

CHURCHILL REGION

Programs displaced: Westmoreland-1 Self Contained - Mildly Handicapped

School	Program Requirements
Adams	1 - Resource Room - Mildly Handicapped
	2 - Self Contained[1] - Mildly Handicapped
Bailey Hill	1 - Resource Room - Mildly Handicapped
Crest	None
McCornack	1 - Resource Room - Mildly Handicapped
Patterson	1 - Resource Room - Mildly Handicapped
Twin Oaks	1 - Resource Room - Mildly Handicapped

1 The two self contained classrooms at Adams can be placed in any building in the Churchill Region with a resource room but must remain together. They should also be readily accessible to bus transportation.

NORTH REGION

Programs displaced: Santa Clara - 2 Self Contained - Mildly Handicapped and
1 Resource Room - Mildly Handicapped

School	Program Requirements
Awbrey Park	1 - Resource Room - Mildly Handicapped
Howard	1 - Resource Room - Mildly Handicapped
River Road	1 - Self Contained[1] - Mildly Handicapped
	1 - Resource Room - Mildly Handicapped
Silver Lea	1 - Resource Room - Mildly Handicapped
	2 - Self Contained[2] - Mildly Handicapped
Spring Creek	1 - Resource Room - Mildly Handicapped

1 The self contained classroom at River Road can be placed in any building in the North Region but strong consideration should be given to keeping it at River Road. It should be readily accessible to bus transportation.

2 The two self contained classrooms at Silver Lea can be placed in any building in the North Region with a resource room, but must remain together. The school must be readily accessible to bus transportation.

SHELDON REGION

Programs displaced: None

School	Program Requirements
Gilham	None
Meadow Lark	1 - Resource Room - Mildly Handicapped[1] 1 - TMR Classroom[1]
Washington	1 - Resource Room - Mildly Handicapped 1 - ½ Day Kindergarten[2] - Mildly Handica
Willagillespie	1 - Self Contained - Orthopedically Imp 1 - Resource Room - Hearing Impaired
Willakenzie	1 - Resource Room - Mildly Handicapped 2 - Self Contained - Mildly Handicapped

1 The TMR classroom at Meadow Lark can be placed in either the North or Sheldon Regions. It should be noted that this classroom has been successful at Meadow Lark.

2 The ½ day Kindergarten program can be placed in any school in the North or Sh Regions. However, it has operated very successfully at Washington for several years. It should be readily accessible to bus transportation.

3 The two programs at Willagillespie can be placed in any building in the Sheldo Region together or separately. Special classroom arrangements are required fo the programs and we know they are available at Willagillespie. They should be readily accessible to bus transportation.

4 The two self contained programs at Willakenzie can be placed in any building i the Sheldon Region with a resource room, but must remain together. It is high recommended that these programs remain at Willakenzie - it has been a center o programs for many years. They should be readily accessible to bus transportat

SOUTH REGION

Programs displaced: Dunn - 2 Self Contained Classrooms for Language Impaired
Laurel Hill - 1 TMR Classroom
1 - Orthopedically Impaired and
1 - Self Contained-Language Impaired
Condon - 1 - TMR Classroom

School	Program Requirements
Edgewood	1 - Self Contained - Language Impaired[1]
Edison	1 - TMR Classroom[2]
Harris/Eastside	1 - Resource Room - Mildly Handicapped 2 - Self Contained - Hearing Impaired[3]
Parker	1 - TMR Classroom[4] 1 - Resource Room - Mildly Handicapped 1 - Primary Self Contained[5] 1 - Hearing Impaired - Resource Room[6]
Whiteaker	None
Willard	1 - Resource Room - Mildly Handicapped 2 - Self Contained - Mildly Handicapped[6]
To be placed[8]	1 - Resource Room - Hearing Impaired 1 - TMR Classroom 1 - Orthopedically Impaired Classroom

1 The self contained program at Edgewood can be placed in any building in the South or Churchill Regions but should be readily accessible to bus transportation.

2 The TMR Program at Edison can be placed in any building in the South Region but readily accessible to bus transportation.

3 It is strongly recommended these Hearing Impaired Programs remain at Harris. Two classrooms and office space have been available there. The classrooms are specially equipped for the hearing impaired and federal funds have been used to remodel space especially for this population.

4 The TMR Program at Parker can be in any school in South or Churchill Regions but has been operating successfully for many years at this site. Accessibility to bus transportation is important.

5 The Primary Severely Handicapped Program at Parker can be placed in any building but very careful consideration must be given to its proximity to the bus garage.

6 The Hearing Impaired Programs at Parker and Willard can be in any school with good access to transportation in the South or Churchill Regions. They have both operated extremely well in their current sites.

7 The two Self Contained Classrooms at Willard can be placed in any building in the South Region with a resource room but must remain together. They need good access to bus transportation. Willard is highly recommended.

8 The two programs can be placed in any building in the South or Churchill Regions which are (1) accessible to transportation, (2) and adapted for use by severely handicapped students in wheel chairs.

6-8 MIDDLE SCHOOLS

School	Program Requirement
Churchill	
Kennedy	1 - Resource Room - Mildly Handicapped
Jefferson	1 - Resource Room - Mildly Handicapped
	1 - Self Contained - Mildly Handicapped
	1 - TMR Classroom
South	
Spencer Butte	1 - Resource Room - Mildly Handicapped
Roosevelt	1 - Resource Room - Mildly Handicapped
	2 - Self Contained - Mildly Handicapped
	2 - Resource Rooms - Hearing Impaired
Sheldon	
Monroe	1 - Resource Room - Mildly Handicapped
	1 - TMR Classroom
	1 - Severely Language Impaired
Cal Young	1 - Resource Room - Mildly Handicapped
North	
Kelly	1 - Resource Room - Mildly Handicapped
Madison	1 - Resource Room - Mildly Handicapped

PUBLIC INFORMATION SESSIONS

The following groups received input and data from District 4J personnel and Task Force members in an attempt to inform the public about the School Closure process.

DATE	PLACE	SPEAKER
1/21/81	Lincoln	Gay Campbell
1/22/81	Jefferson	Gay Campbell
1/26/81	Monroe	Gay Campbell
1/27/81	Roosevelt	Gay Campbell
1/28/81	Washington	Board
1/29/81	North Eugene High School	Gay Campbell
2/5/81	Roosevelt	Gay Campbell
2/5/81	S.E. Firs Neighborhood Assoc.	Gay Campbell
2/11/81	U. of O. Class	Gay Campbell
2/11/81	Gilham	Terry Lindquist
2/12/81	Laurel Hill	Terry Lindquist
2/12/81	Parker	Gay Campbell
2/12/81	Condon	Gay Campbell
2/19/81	Laurel Hill Neighborhood Assoc.	Gay Campbell
2/19/81	Crest Drive Citizens Assoc.	Margaret Nichols
2/23/81	Superintendent's Coffee	Tom Dorland
2/24/81	Willakenzie	Terry Lindquist
2/25/81	Adams	Gay Campbell
2/26/81	Cal Young Neighborhood Assoc.	Gay Campbell
3/5/81	West University Neighbors	Gay Campbell
3/6/81	Coburg	Gay Campbell
3/11/81	Whiteaker Community Council	Gay Campbell
3/11/81	Patterson	Board
3/12/81	Harris	Gay Campbell
3/16/81	District Leadership Training Group	Gay Campbell
3/17/81	Superintendent's Coffee	Tom Dorland
4/2/81	Santa Clara	Mike Brott
4/2/81	Edison/Eastside	Gay Campbell
4/8/81	Fairmount Neighbors	Gay Campbell
4/14/81	Westmoreland Parents	Gay Campbell
4/20/81	City Community Leaders	Larry Barber
4/21/81	Evergreen	Gay Campbell

The following groups received potential closure information from Dr. Terry Lindquist during the fall and winter of 1980-81:

Edgewood	Lincoln	Gilham (3)
Washington	Meadowlark (3)	Sheldon High (3)
Cal Young (2)	Monroe	South Eugene High
Willagillespie	Magladry	Laurel Hill
Fox Hollow	Willakenzie	Churchill High
North Eugene High	Crest Drive	Westside Neighborhood Community
Farm Bureau	City & Community Leaders	Valley River Kiwanis

SCHOOL CLOSURE STAFFING PROJECTIONS

Teachers placement based on an 18.4 ratio of students to one teacher.

The number of teachers transfered would depend on the receiving schools needs. EXAMPLE. Patterson would increase 100 students, due to school (X's) closure. Patterson's enrollment before the additional students was 223 which entitles them to 12.10 teaching positions plus 5.4 additional teaching positions due to the X school closure.

How Patterson selects to use the 5.4 additional positions needs additional research. They may wish to add .5 to their current counselor assignment and .5 to the Media assignment which provides 4.4 for classroom instruction.

In summary the teaching allotment budgeted would remain the same but how the buildings use their staff allotments could result in some subject areas being increased or reduced.

The following subject areas at the elementary level that could be affected are counselors, librarians, physical education, music, and reading.

The district would follow the reduction in force requirements as written into the collective bargaining agreement that is in effect at the time of the schools closures.

Principals. The reduction in building principals would be consistent with the number of schools closed. $25,000 to $27,000 could be saved in administrative salary costs, plus fringes and fixed costs with each school closure. The other point of view the district could consider would be to place administrative interns in schools over 400. The average cost of the administrative intern program is in the $20,000 to $22,000 range.

Secretaries. The positions would be reduced to teacher aide or library aide positions and transfered to one of the receiving schools. The district staffs the clerical staff using a 115 ratio of students to one clerical position. The reduction in this position is controlled by the classified collective bargaining agreement. Money savings might not be realized until the second year the schools have been closed due to some contract limits.

SALARIES -

Secretary on SCS-7 Step 2 (8820) Aide on SCS-1 Step 4 (6304)
Savings of $2516 ext. per school.

Teacher Aides. Transfered to the schools receiving the students - no savings.

Food Service. Same as secretaries when food service managers are reduced or transfered.

The receiving schools would add some additional food service positions but not the same number or level of responsibility that is currently employed. There should be some reduction in this area, possibility of only half the number of positions needed.

Custodians. The custodial supervisor positions at the schools being closed would be dropped. In some cases the receiving schools could get some additional assistance with positions that would be classified as sweeping positions.

Dropping custodial supervisors in each school closure would result in a $12,000 to $13,000 savings per school.

Should a half-time sweeper be added to the buildings receiving students the cost would be between $3100 and $4000 per building.

School Closure Task Force

Prepared by:
W. W. Williams, Director of Personnel